SCHOOL CLIMATE AS A PREDICTOR OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN ANAMBRA STATE

MBONU, VICTORIA CHIMEZIE[1];
E-mail: **vc.mbonu@unizik.edu.ng**
Phone: 07065011881

OBINEME, PATIENCE OBIAGELI[1];
E-mail: po.obineme@unizik.edu.ng

AZUJI, IFEANYI MATHEW[2]
ifeanyichukwua@gmail.com
Phone: 08068684573
[1]Department of Management and Policy,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria
[2]Department of Guidance and Counselling,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract
This study sought to examine whether school climate predicts job satisfaction of teachers in Anambra State. The study was guided by three research questions while one null hypothesis was tested at a 0.05 level of significance. A correlational survey research design was used for the study. A multi-stage sampling approach was adopted in selecting a sample size of 1,584 teachers from a population of 4868 teachers in public secondary schools in Anambra State. School Climate Questionnaires titled "School Climate Questionnaire (SCQ)" and Brayfield-Rothe Job Satisfaction Scale (BR-JSS) were used to collect data. The questionnaires were administered through a direct delivery approach. Research questions 1-2 were answered using aggregate scores and percentages, while research question 3 was answered using the Pearson Product Moment Correlation Coefficient. The null hypothesis was tested using simple linear regression analysis. Findings from the study revealed, among others, that school climate is a significant predictor of teachers' job satisfaction in secondary schools in Anambra State. Based on the findings, it was recommended, among others, that the government should build a supportive school climate for teachers through the provision of adequate infrastructure, professional development, mentorship, and modelled teaching opportunities. This could lead to an increase in school climate and satisfaction with the job.

Keywords: School climate, Job satisfaction, teachers, secondary schools, predict

INTRODUCTION

An important prerequisite for achieving the nation's overarching educational goals could largely depend on teachers' satisfaction and performance in the workplace. The reason is that, because teachers play a crucial role in education, it is important to take into account their demands, worries, and psychological makeup in order to improve any educational system's effectiveness and success. A persistent worry for school administrators at all levels of education worldwide is the issue of teacher work satisfaction, particularly at the secondary school level. How to attract, retain, and keep skilled teachers from quitting the profession due to work dissatisfaction are all issues that appear to have grown out of this worry in Nigeria, where a national discussion about them is ongoing (Obidike, 2017). This may be founded on the idea that a solid educational system is typically seen as the cornerstone of a rising nation like Nigeria, and that obtaining such a system necessitates the employment of qualified teachers.

The respected role of teachers in the realisation of an educational system that is all-encompassing may not be achieved without qualified teachers who are satisfied with their job and take pleasure in discharging their job-related duties. For an evolving educational process, teacher job satisfaction continues to rank among the most crucial characteristics. Teachers who are content with their jobs are any institution's greatest asset. It can enhance fulfilment, achievement, and productivity in one's mental, personal, and professional endeavours. Since teacher effectiveness is linked to work satisfaction, it is important to address this issue because it could eventually have an impact on students' educational outcomes. Therefore, strengthening the knowledge base required to sustain a successful educational system requires an awareness of the aspects that contribute to teachers' satisfaction (or dissatisfaction).

Job satisfaction could be defined as a person's response to their workplace circumstances. It could also be described as an overall attitude toward one's job or profession, or in terms of particular job or career aspects (such as pay, autonomy, or co-workers), and it can be connected to specific results, such as productivity. Job satisfaction is defined by Collie, Shapka, and Perry (2012) as a feeling of fulfilment, enjoyment, and satisfaction from engaging in a job. At work, it combines psychological and emotional experiences. Consequently, in the context of this study, job satisfaction is understood as a pleasant emotional state that results from the assessment of one's job as accomplishing or supporting one's ideals and having a sense of fulfilment, enjoyment, and satisfaction from one's work.

The way employees tend to view their workplace on a variety of levels could be the cornerstone of job satisfaction. Understanding the potential causes of job dissatisfaction may help secondary school teachers create a work environment in which school leaders and government can collaborate to create a work climate in which teachers may feel very satisfied or dissatisfied with their jobs. A satisfied

teacher would likely enjoy teaching and would be less likely to want to leave a current teaching position or the teaching profession altogether. Similarly, a teacher who is dissatisfied with their position may be unable to help students prepare for university admission or work life because it is doubtful that they can provide the kind of training required to help students pass these tests or engage in successful occupations.
Among the many factors found to contribute to teachers' job satisfaction, the school climate seems to have an important influence. It is one of the most important features for a developing student's educational process. It could be affected by different factors within the working environment, such as salary, working hours, independence given to employees, structure of the organization, and relationship between employees and administration (Lopez, 2018; Okonkwo & Obineli, 2011). Since the work environment for teachers encompasses the whole school, school climate could be defined in the context of this study as a working situation that supports the teaching and learning process in schools, such as collaboration among teachers, teacher-involvement decision making, learning innovation, teacher-student relationships, and resources in the schools for teaching and learning purposes. These factors constitute what is referred to as the school climate.

A complex system of interactions between students, teachers, and school administrators makes up the school climate. According to Dorozynska (2018), the atmosphere in the classroom can have an impact on teachers' wellbeing, motivation, and output. As studies have shown that a healthy working environment adds to teachers' job happiness, the strength of a successful school may depend on a variety of school climate factors (Skaalvik & Skaalvik, 2011; Collie, Shapka, & Perry, 2012; Tran & Le, 2015). The studies also highlighted the fact that contented teachers would like to continue working in institutions that provide a pleasant environment. Because of this, schools may need to meet the requirements of teachers by creating a pleasant organizational climate where management may assist the teachers' social and professional growth in order to boost teacher effectiveness, productivity, and job satisfaction.

On the other hand, a bad work environment, as observed in the 2015 study by Akerwall and Johansson, is defined by a high workload and stress levels, which has a detrimental impact on teachers' health and may result in a lack of job satisfaction. Nevertheless, some other experts contend that it is personal variables rather than the workplace environment that affect job happiness. For instance, Saiti and Papadopoulos (2015) found that other variables, such as the gender, age, years of experience, and educational level of school teachers, have a greater influence on work satisfaction.

In many ways, the school climate tend to promote human achievement and personal well-being. The atmosphere and classroom interaction characteristics have a crucial

effect on the individual's behaviour (Afari, Aldridge, Barry, Fraser, & SweKhine, 2013; Ju-Sen & Chauyun, 2014). Some other researchers, such as Wang and Degol (2016), believe that in order to change the school organization, a positive and supportive climate should be created, a climate in which the teachers and school principal focus on processes of progression, flexibility, and student's success. An atmosphere that would affect both the teacher and the students' motivation and their involvement in order to create pleasant learning atmosphere that encourages free expression, experience, taking risks, mutual support, and knowledge transference, sharing, and preserving knowledge. These factors are likely propellers to improving teachers' job satisfaction in schools.

Teachers' job satisfaction in Anambra State, Nigeria, appears to be declining, despite the fact that the issue of job satisfaction may be tied to school climate and other relevant aspects and has been a concern globally. That could be what inspired the current surge in focus on the aspects of school climate education in Anambra State. Despite the state ensuring improved funding for schools and providing contemporary learning facilities, such as clinics and healthcare facilities in schools, recently, job dissatisfaction among teachers persists to the point that school administrators and other stakeholders are becoming more concerned.

STATEMENT OF THE PROBLEM

Since job dissatisfaction among teachers may have significant consequences for students, the school, and society at large, it is a critical issue that needs to be addressed. In an effort to understand the factors that contribute to both employees' job satisfaction and dissatisfaction, it is a topic that has many academics on edge. Although several elements, such as school atmosphere and demographic variables, have been suggested as potential contributors to teachers' job satisfaction, this researcher is aware of very few empirical studies that can conclusively demonstrate this assertion in Anambra State. The goal of the present study was to close this gap in the literature. As a result, this study looked at secondary schools' school climate as a predictor of employees' (teachers') job satisfaction in Anambra state.

PURPOSE OF THE STUDY

The main purpose of this study was to examine school climate as predictor of teachers' job satisfaction in Anambra State. Specifically, the study examined:

1. The distribution scores of school climate in Anambra State public secondary schools.
2. The distribution scores of teachers' job satisfaction in Anambra state public secondary schools
3. School climate as predictor of job satisfaction of secondary school teachers in Anambra State.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What are the distribution scores of school climate in Anambra State public secondary schools?
2. What are the distribution scores of teachers' job satisfaction in Anambra state public secondary schools
3. What extent does school climate predicts job satisfaction of secondary school teachers in Anambra State?

HYPOTHESIS

The following null hypothesis was formulated to guide the study and was tested at 0.05 level of significance.

1. School climate will not be a significant predictor of job satisfaction of secondary school teachers in Anambra State?

METHOD

A correlational research design was used to carry out the research. The design was chosen in order to determine the association between two variables: the school climate and teachers' job satisfaction in secondary schools in Anambra State. The study was carried out in Anambra State, Nigeria, which is located in the South East Geopolitical Zone of the country. Many teachers in this region exhibit symptoms that may indicate a lack of job satisfaction, which may have an impact on their ability to do their jobs as educators.

The sample for this study consisted of 1,584 public secondary school teachers from both public secondary schools in Anambra State, 150 of whom were men and 1,434 of whom were women. A multi-stage sampling method was utilised to select the study's sample. In this study, two research instruments were employed to gather data from the school teachers. The tools include the Brayfield-Rothe Job Satisfaction Scale and the School Climate Questionnaire (TEQ) (BR-JSS). A Survey of School Climate (SCQ): A modification of the school climate survey is the school climate questionnaire (Ontario Ministry of Education, 2009). The twenty-four survey items were used to measure it. The tool assesses the school atmosphere in five different ways, using statements that correspond to each area. It includes elements in five categories, each of which is assessed on a four-point scale: (1) instructional innovation; (2) cooperation; (3) decision-making; (4) school resources; and (5) student relations. The answer mode has a scale from 1 to 4, with 1 denoting "Strongly Disagree" and 4 denoting "Strongly Agree." To get a single score for the school climate measures, the mean of the scores received on each of the items was computed.

Brayfield-Rothe Job Satisfaction Scale (BR-JSS): The Brayfield-Rothe Job Satisfaction Scale was developed to assess employees' job satisfaction in five key areas or characteristics. Self-motivation, self-ability, self-satisfaction, self-meaning, and job stability make up the five components. The 14-item Brayfield-Rothe Job Satisfaction Scale, as modified by Warner (1973), has a 4-point response scale with the options of strongly agreeing or strongly disagreeing. All of the two instruments have undergone a Cronbach Alpha internal consistency reliability test in Anambra state, Nigeria. The results produced an Alpha coefficient of 0.77 for the SCQ and 0.86 for the BR-JSS.

Through a direct delivery method, all study participants provided feedback on the two research tools. The Pearson Product Moment Correlation Coefficient (Pearson r) was utilised to analyse the data obtained for the research questions, and regression was employed to test the null hypothesis.

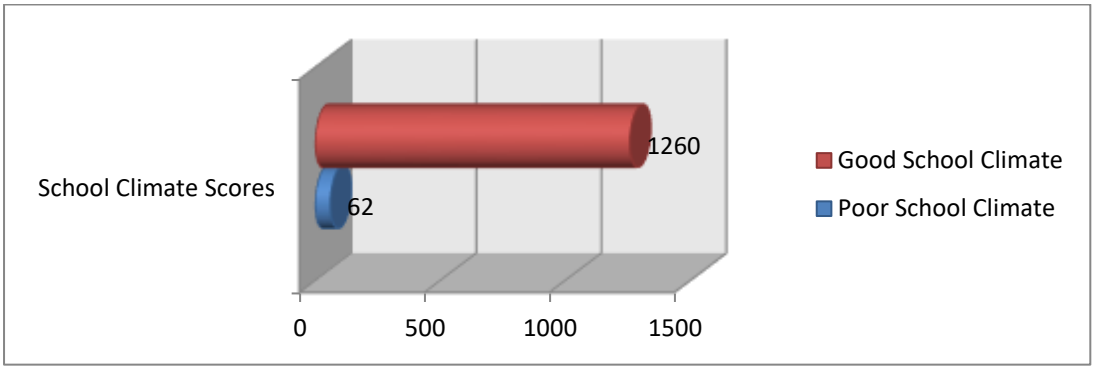
RESULTS

The results of this study were presented in charts and tables as follows:

RESEARCH QUESTION 1

What are the distribution scores of school climate in Anambra State secondary schools?

Figure 1: Distribution scores of school climate in Anambra State secondary schools

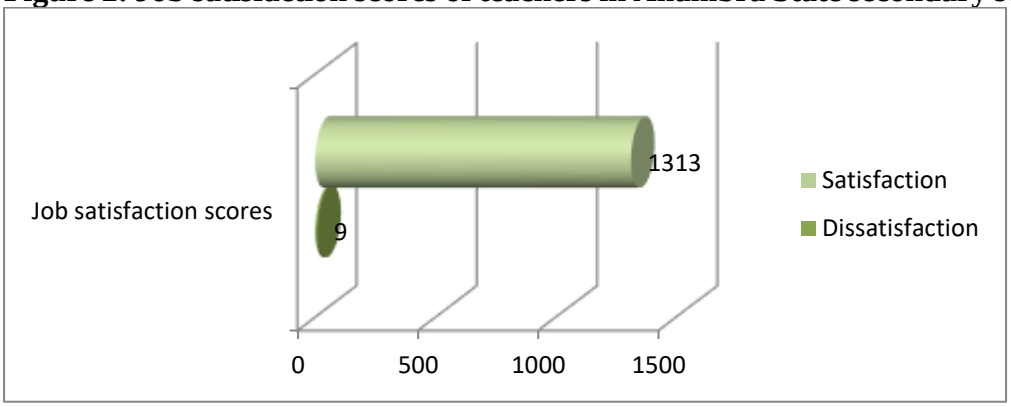


From the results in figure 1, it was observed that 1260(95.3%) of the teachers in Anambra State secondary schools with the scores ranging from 25 and 40 have good school climate, while 62(4.7%) others who scored between 10 and 24 have poor school climate.

RESEARCH QUESTION 2

What are the job satisfaction distribution scores of teachers in Anambra State secondary schools?

Figure 2: Job satisfaction scores of teachers in Anambra State secondary schools



Results in figure 2 shows that 1313(99.3%) of the teachers in Anambra State secondary schools with the scores from 30 and above are satisfied with their jobs, while 9 (0.7%) of the teachers who scored below 30 are dissatisfied with their jobs.

Research Question 3

To what extent does school climate predicts job satisfaction of secondary school teachers in Anambra State?

Table 1: Pearson r on school climate and their job satisfaction in Anambra State secondary schools

Source of Variation	N	school climate	r	job Satisfaction r	Remark
School climate	1322	1.00		0.03	Very Low Positive
Relationship					
Job Satisfaction	1322	0.03		1.00	

In table 3, it was observed that very low positive relationship of 0.03 exists between school climate and their job satisfaction.

Testing the Null Hypothesis

School climate is not a significant predictor of job satisfaction of secondary school teachers in Anambra State.

Table 2: Pearson r test of significance on the relationship existing between school climate and their job satisfaction in Anambra State secondary schools

N	cal. R	df	Pvalue	Remark
1322	0.03	1320	0.000	S

NS = Not Significant

Table 2 shows that at 0.05 level of significance and 1320df, the calculated r is 0.03 with pvalue 0.000 which is less than 0.05; the second null hypothesis is rejected. The relationship existing between school climate and their job satisfaction in Anambra State secondary schools is significant.

DISCUSSIONS

The majority of the instructors in the secondary schools in Anambra State have positive school climates, according to the study's findings. This result suggested that secondary school teachers in Anambra State may have favourable working conditions, such as a learning environment that includes all amenities surrounding the school and any additional resources that might be found there. It concerned the physical setting, which included facilities like classrooms, furnishings, labs, libraries, and housing, as well as the current conditions impacting workers in the workplace, such as job hours, legal rights and obligations, organisational culture, work load, and training. These factors are likely to foster positive affective and behavioural functioning that could enhance their ability to connect with others and their job that convey a welcoming attitude that could facilitate positive job relationships in the organisation.

The study's findings are in line with those of Goldhaber, Grout, and Huntington-Klein (2017), who found that supportive leadership, teacher cooperation, high standards for students, and a shared commitment to supporting student learning are characteristics of good school climates. According to Goldhaber et al., teaching is a social profession, and teachers' pleasure and success are greatly influenced by their connections with colleagues, administrators, and those who assist them in the classroom.

The finding might be explained by the idea that state education departments and boards of education that are attempting to enhance instruction in all school systems would benefit from understanding the interconnectedness of teachers' jobs and the settings in which they carry out their trade. Thus, teachers are more likely to feel successful and stay on the job when administrators work with them, give them autonomy, and develop teacher leadership responsibilities.

The findings of the study further revealed that majority of the teachers in Anambra State secondary schools are satisfied with their job. The results suggested that secondary school teachers had a somewhat favourable opinion of their current situations. It can also imply that the teachers were somewhat satisfied with their work and that their requirements, objectives, and expectations were met. The result is in agreement with Saeed and Nasir (2016). The state boards of education's recent efforts, in partnership with the state government, to develop legislation and promote the resources and flexibility required to ensure positive school climates, may be the cause of this. Dedicated and continuous efforts proved to make a difference between schools

where teachers stay and prosper and those where they struggle and leave, despite the fact that there didn't seem to be any simple solutions.
The findings of the study further revealed that there is a very low positive relationship existing between school climate and their job satisfaction. The findings further revealed that the relationship existing between school climate and their job satisfaction in secondary schools in Anambra State is significant. The result is similar with Okonkwo Obineli's (2011) study, which found that comfortable working circumstances improve teachers' physical well-being and morale. While unsatisfactory circumstances lead to regret and frustration as well as a high level of discontent.

The study also supported Dorozynska (2018) assertion that a number of variables, including pay, advancement opportunities, school atmosphere, and in-service training, may influence the degree of work satisfaction. People labour all around the world to earn money that they may use to buy the goods and services they need to improve their lives. Additionally, in order to be able to care for members of the extended family, employees (in this example, teachers) require access to adequate finances.

This study further highlighted the contribution of school climate in enhancing the job satisfaction of school teachers. This could be explained by the idea that a good school climate could lead to motivated employees whereby workers like teachers are encouraged to put in their best in their place of work. Conditions such as those related to temperature, humidity, ventilation, lighting, and noise, as well as the cleanliness of the workplace and the use of appropriate tools and equipment (such as a computer, public address system, and instructional resources) are also important.

The availability of sufficient physical resources, such as buildings, machinery, and upkeep, may also influence attitudes and aid in the implementation of programmes. No matter how committed a teacher may be to reaching particular objectives, a lack of facilities can make teaching unproductive for the teacher and thus demoralises the teacher. In these situations, the teacher can be left without the necessary equipment and, wherever feasible, required to improvise in order to ensure that the students learn well. Such situation may likely lead to poor job satisfaction among teachers.

CONCLUSIONS

Based on the findings of the study, the following conclusions were dawn: That majority of teachers indicated that they have school climate. The results also showed that the majority of teachers in Anambra State's public secondary schools are satisfied with their jobs. Additionally, there is a very little correlation between teachers' job satisfaction and the climate of the school where they teach. Finally, job satisfaction for teachers is essential since their attitude toward their work will affect how pupils

learn. Additionally, satisfied teachers are more likely to do well in the classroom. They would become more devoted to the teaching-learning process and dedicated.

RECOMMENDATIONS

1. Based on the study's findings, it is advised that the government provide a supportive atmosphere for teachers through mentoring, model teaching opportunities, professional development, and stress-reduction techniques. This could improve the atmosphere at school and raise employee satisfaction.
2. The government and other education stakeholders should ensure that the necessary facilities and amenities provided to support teaching and learning in order to improve the school atmosphere for teachers should be maintained and plans to improvement should be put in place.
3. The government and other stakeholders should look for methods to improve on a number of setbacks that have negatively impacted teachers' work satisfaction., such as by organising effective induction programmes and offering professional support to the underperforming teachers.

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