

Organizational Climate and Teachers Characteristics as Predictors of Secondary Schools' Productivity

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Abstract. The productivity of secondary schools has come under attack over time as been under productive. The study investigated the extent to which organizational climate and teachers' characteristics predict secondary school productivity in Ogun State. The Study adopted descriptive survey design with population comprising of 675 teachers in public senior secondary school in Ijebu division of Ogun State. While simple random sampling technique was used to select 148 subject teachers. Four (4) validated research instruments were used for this study which are Organizational Climate Survey Questionnaire (OCSQ, $\alpha=0.75$), Teachers' Information Questionnaire (TIQ), Sports Productivity Rating Scale (SPRC, $\alpha= 0.74$) and Socio-cultural Productivity Rating Scale (SCRRS, $\alpha=0.71$) as measures of School Productivity Questionnaire (SPQ). The result of the study revealed Organizational Climate and Teachers' Characteristics jointly predicts secondary school productivity ($F = 42.274, P < .05$). It also shows that independently, teacher characteristics and organizational Climate significantly predicts secondary school productivity in Ogun State. The study concludes that school productivity can be influenced by both organizational climate and Teacher characteristics in secondary schools and also recommends that teachers should be valued and motivated.

Keywords: Teachers; School productivity; Organizational Climate; Teacher Characteristics.

1. Introduction

Education is critical to the development of any nation both economically and technologically. It is seen as an important factor in human endeavors and as a means of enlightenment to basic human right and meaningful contribution to natural development. Enumenu (2011) posits that Nigeria and other developing countries of the world have come to consider education as the magic vehicle of progress in the latter part of the twentieth century and more importantly in this millennium. It is obvious from the above that, the expectation from education is so great, hence the need to ensure high productivity in all its facets will go a long way in determining the achievement of its objectives. Despite the attention paid to a broad definition of outcomes (productivity), however, academic performance remains central. The measurement of productivity continues to be a controversial topic among policy makers, test and measurement experts and educators (McGrew, 2005). Measuring academic performance can occur at multiple levels and serves multiple purposes. It is essentially important to measure how well an organisation converts its resources in goods and services to productivity. Saari (2006) opines that productivity typically measures as ratio of output to input. Therefore, productivity can be viewed as the instrument for continuous progress, and of constant improvement of activities. There is need for the school system to be productive for it must adhere to its set

objectives. The reason is not far-fetched from the fact that the school management has overall control over the utilization of their staff. Through interaction with teachers, school management forms its impressions on the productivity level of its teachers. If teachers are productive, it will affect the input and output systems positively, thereby making scholars look into the variables that could influence the school productivity (Olulube, 2015 & Oviawe 2016).

However, researchers have long debated whether or not Nigerian schools are productive when measured in terms of academic achievement, Socio-cultural adjustment and Sports output (Amanchukwu & Obujuru, 2013). Productivity can be defined as achieving the maximum output of a process with the use of minimum input. Productivity can be measured in the school in terms of students' performance. Maximum productivity is achieved when the resources is prepared, aligned and used for its intended purpose with learners. However, school productivity does not necessarily mean high test score because Senior Secondary School Examination (SSCE) results sometimes is a biased indicator for making judgment about the productivity of individual schools. Therefore, school productivity is a variable which covers schools output at the cognitive, affective and psychomotor levels. Monk (1996) in Oyenuga (2015) posits that productivity can be viewed as the relationship between the output generated by a service and the output generated by a service system and the input made to create it. School productivity can also be measured in terms of sporting activities of various types such as running or athletics, football, basketball and table-tennis among others. According to Bajah (2009), sport fields are essential in the teaching and learning of physical and health subjects. It has now been observed that sport equipments and field are not well planned in some of the secondary schools. The ones found are not adequate, not properly located while some are not available at all. Such may not enhance effective sporting activities thereby impeding the sports productivity and will not allow the students to participate in the various competitions going on around them. Students

participating in inter-class and school debates, both within and outside the school. Similarly, Bosschera, De Knopa, and Vertonghena (2016) not only linked sports output to students psychomotor development but sees it as a major indicator of productivity in school which produces academic and physically balanced students. In another dimension, Edinyang, Tandu and Gimba (2015) Socio-cultural adjustment of students in a multi-ethnic and heterogeneous society is strong yardstick in measuring school productivity. Hence, sporting activities and socio cultural adjustment are the indices of school productivity in this study. In the study conducted by Kareem and Oyeromi (2011) citing Ajayi (1996), it was submitted that teachers are chief determinants of school productivity whose academic qualifications, working experience, among others are most significant determinants of the school productivity. Confirming the importance of teachers on school productivity, Lloyd, (2000) remarked that teachers have important impact on students' achievements in the academic, sports and Socio-cultural areas and they also play a crucial role in educational attainment.

Teacher's characteristics according to Adeoti and Olufunke (2016) are those qualities that can be measured with test or derived from their academic or professional records. Their effectiveness is perhaps the most vital function affecting the future development of education process. The quality of education depends on the quality of teaching staff and a school without human resource may not be able to achieve the goals and objectives of the educational system. Teachers are the major indicators and determinants of quality education. Every education system depends heavily on the quality and productivity of its teachers for improving and maintaining standards and quality. The level of efficiency, productivity and the ability of educational system to achieve its set goals depend on the teachers. This is reflected on performing their defined roles because teachers are the fulcra upon which the whole educational system revolves (Eduese, 1996). Highly professional teachers, who are dedicated, are needed in schools. It has been established that there is high correlation between what teachers

know and what they teach. Thus, the ability to teach effectively depends on the teachers' knowledge and knowledge occurs in various forms. These characteristics, as identified by Mise, Odera and Mary (2013) included qualities of teachers that are viewed as personal, such as mental ability, age, gender, sex, qualification, teaching experience and educational background. There is a consensus that teachers' characteristics have significant effect on students learning out comes (Oviawe, 2016). Amachukwu and Ololube (2015) observed that both the teachers' teaching experience and educational qualifications are positively correlated to students' achievement. However, they observed that such factors as age, attitudes toward teaching, sex, socio-economic status and job satisfaction have been of some importance in some studies but not consistently cross validated. Kurgat and Gordon (2008) concluded that teachers' age, teaching qualifications and teachers experience on the whole appears to be correlated to academic success with marginal effect on Socio-cultural adjustment and sports output. Thus, the correlation between teachers' characteristics and school productivity are inconclusive especially as they relate to Socio-cultural and sports activities which call for further researches. Oni (1995), in Adeyemi and Peleyeju (2006) found that the qualification of teachers affects the school productivity.

Organizational climate provides the indispensable foundation of knowledge that is absolutely essential if one hopes to achieve success in students' performance. Since schools productivity is contextual in nature, it is expected that school productivity is dependent on climate of the organization. Given this awareness, when students' performance depends upon other people and requires certain social skills performance, then results can be more unexpected as they depend upon communication and coordination with other individuals. Gregersen and Black (2006) posited that work process would enhance a sense of felt responsibility that leads to an increase in school productivity. The study of Spector (2007) found that organizational climate is a correlate to schools' productivity Mitchell (2001), indicated that teams contribute to better outcomes due to teachers' commitment to the organization. Angle

and Perry (2001) posit that proper leadership and motivation influence teachers commitment and would result in schools' productivity. Faced with new training demands and new competitive challenges, many institutions need to undertake profound changes in terms of governance, organizational structure, organizational climate, and modes of operation. The success of an institution is based on a teacher who is teaching in the school. Experience has also shown that teachers also tend to lose the ability to attain or establish effective teaching in the overcrowded class than small class and this challenge of large class size in primary schools has been attributed to several factors, such as the introduction of too many subjects on primary school time-table coupled with the shortage of qualified teaching personnel to teach these subjects. The success of any institution is based on a teacher who is teaching in the school. It is recognized that a happy worker is a better worker because only happy and healthy teachers are productive. In making teaching productive, organizational climate counts as a key factor that affects school productivity. It should be noted that in terms of organizational climate, concentration is placed on three five dimensions, which are leadership, motivation, communication, decision making and job satisfaction as they determine the school productivity

However, despite that literature tilt in the direction of relationship between organizational climate and teachers characteristics affecting school productivity independently, studies have not combined the two variables to see how they affect school productivity. Thus, the objective of this study was to use organizational climate and teachers characteristics to predict secondary schools productivity (sporting activities and socio cultural dimension) in Ogun state.

2. Hypotheses

- There is no significant combined contributions of teachers' characteristics, and organizational climate to secondary schools' productivity in Ogun State, Nigeria.
- There is no significant relative contribution of teachers' characteristics to secondary

schools' productivity in Ogun State, Nigeria.

- There is no significant relative contribution of organizational climate to secondary schools productivity in Ogun State, Nigeria.

3. Methodology

This study adopted descriptive research design. This is because the researcher did not manipulate any of the variables; teachers' characteristics, and organizational climate but measured them as they exist and determined their contributions to the equally existing standard of school productivity. The population for the study comprised all 675 teachers in public senior secondary schools in Ijebu division of Ogun state. These include all the Vice Principals (Administration), Sport

Masters/Mistress, Socio-cultural teachers and subject teachers. The sample consists of 236 teachers-respondents drawn from 22 secondary schools. Purposive sampling technique was used to select 22 Vice principals (Administration), 44 Sport Masters and 22 Socio Cultural teachers. While simple random sampling technique was used to select 148 subject teachers. Four (4) research instruments were used for this study which are Organizational Climate Survey Questionnaire (OCSQ, $\alpha=0.75$), adapted from work of Blowers and Seashore (1966), Teachers' Information Questionnaire (TIQ), Sports Productivity Rating Scale (SPRC, $\alpha=0.74$) and Socio-cultural Productivity Rating Scale (SCRRS, $\alpha=0.71$) as measures of School Productivity Questionnaire (SPQ) by Gbadamosi (1999). The instruments were revalidated to make sure they are valid and reliable.

4. Data analysis and Results

Table 1. Descriptive Statistics of Respondents

Years of experience	Frequency	Percentage
5-10	77	33
11-14	93	39
15-20	45	19
21-Above	21	09
Total	236	100
Academic Qualification		
NCE/PGDE	103	44
B.ED	84	36
MASTERS	49	20
Total	236	100

Table1 shows that 77 (33%) of the respondents poses between 5-10 years of experience, it also shows that 93 (39%) of them possess experience range of 11-14, while 45 (19%) have experience range of 15-20 and 21 (09%) of the respondents possess experience Of 20 years and above. This implies that majority of the respondents possess experience range of 11-14. The table also shows that 103 (44%) of the respondents have either NCE/ PDGE, 84 (36%) have are B.Ed holders while the remaining 49 (20%) are master's degree holders.

Hypothesis 1:There is no significant combined contributions of teachers' characteristics, and organizational climate to secondary schools' productivity in Ogun State.

Table 2:Regression of impact of teachers' characteristics, and organisational climate to secondary schools' productivity in Ogun State

Model summary

R. .491, R Square .241, Ad.R Square .235, Std Error, 13.780

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	4023.387	1	4023.387	42.274	.000
Residual	12658.213	233	95.175		
Total	16681.600	234			

* indicate significant F at $\alpha = .05$

Table 2 reveals a significant outcome ($F = 42.274, P < .05$). This implies that the predictor variable, teachers' characteristics and organizational climate significantly predict secondary school productivity in Ogun State. The result further reveals that the predictor variables contributed 24% ($R^2 = .241, R = .491$) of the variance of school productivity. Meaning that other factors not accounted for in this study predicts the remaining 76%. As a result, teachers' characteristics, and organizational climate significantly predicts school productivity. Thus, hypothesis one is rejected.

Hypothesis 2: There is no significant contribution of teachers' characteristics to secondary schools' productivity in Ogun State, Nigeria

Table 2: Regression of teachers' characteristics to secondary schools' productivity in Ogun State

Model summary

R. .060, R Square .004, Ad.R Square -.004, Std Error.11.179

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	60.047	1	60.047	.480	.002
Residual	16621.1553	234	124.974		
Total	16681.600	235			

* indicate significant F at $\alpha = .05$

Table 2 reveals a significant outcome ($F = .480, p < .05$). This implies that the predictor variable, teachers' characteristics significantly predicts secondary school productivity. The result further reveals that teachers characteristics predicted less than 1 % ($R^2 = .004, R = .060$) of the variance of secondary school productivity. As a result, teachers' characteristics significantly predict Secondary School Productivity. Hence, hypothesis two is retained.

Hypothesis 3: There is a significant contribution of organizational climate on secondary school productivity in Ogun State.

Table 3: Regression of organizational climate on secondary school productivity in Ogun State

Model Summary

R. .048, R Square .230, Ad.R Square .007, Std Error.11.197

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	6.750	1	6.750	.054	.003
Residual	16674.850	133	125.375		
Total	16681.600	134			

* indicate significant F at $\alpha = .05$

Table 3 reveals a significant outcome ($F = .054, p < .05$). This implies that the predictor variable, organizational climate significantly predicts secondary school productivity in Ogun state. The result further reveals that organizational climate predicted 23% ($R^2 = .230, R = .048$) of the variance of Secondary School Productivity. As a result, organizational climate significantly predicts Secondary Schools Productivity in Ogun state. Thus, hypothesis three is rejected.

5. Discussion of findings

The study shows that organizational climate and teachers' characteristics when combined predict secondary school productivity. This implies that the two variables are good predictors of secondary school productivity. It also suggests that, teachers' teaching in secondary schools in the area of study possesses positive characteristics which thereby enhance school productivity. It also suggests that the school have good organizational climates that can affect school productivity. This research finding supports the study of Millan and Richard (2009) which found positive effects of teachers' characteristics on school productivity. It also

agrees with the report of Khan (2012) who found that employee characteristics (personality) counts on productivity. This also research is in concord with the finding of Mayo (2011) which indicated significant relationship between organizational climate and school productivity. However, the report was different from the report of Sharp (2009) which found negative effects of teacher's characteristics on school academic performance.

The study also finds that teacher characteristics significantly predict secondary school productivity. This implies that only teachers who are qualified should be employed. This was further strengthened by the years of experience of the teachers. The descriptive details of the teachers' years of experience revealed that they possess appreciable years of experience which may have supported their qualification especially in education there by making for this outcome of positive influence of teacher characteristics on secondary schools performance.

The study also finds that organizational climate significantly predicts secondary schools productivity. This suggests that community in which the school is located expects much from the teachers. In addition the kind of relationship that exists between teachers and students can affect their level of commitment as well as attitude towards productivity. Several reasons indicate that there should be a relationship between organizational climate and Socio-cultural productivity of the school. The result of this study agrees with finding of Dufour (2000), Hoy (2001) and Klinger (2000) whose studies found a moderate positive relationship between a healthy organizational climate and students' achievement. Similarly, South, Hoy and Sweetland (2003) found a positive relationship between overall organizational climate and student performance. In Addition, Penndergast (2007) found a weak, positive relationship between students' academic performance on organizational climate. Rutter, Mnaham, Montimore, Quston and Smith (2009), Brown & Medway (2007) found a positive relationship between teacher morale and attendance and students' performance.

6. Conclusion and Recommendations

School productivity is an endless concern of researchers, It is expected that schools should live up to expectation of its establishment. This only becomes when schools are productive in terms of cognitive, affective and psychomotor domain of learning. Hence, this study have found that school productivity in Ogun can be influenced by organizational climate and teacher characteristics when combines and independently. To this extent, it is expected that teachers of secondary schools should be up and doing, in terms of qualification, experience and good management of organizational climate , all in the bid to facilitate school productivity. The study recommends that only qualified teachers should be employed and experienced teachers should be valued and motivated.

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