

School climate and teacher job performance in Lagos state Nigeria

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Abstract: The study examined the relationship between school climate and teacher job performance among secondary schools in Lagos State. A multistage cluster sampling technique which divided Lagos state into six educational districts yielded a sample of 1804 students, 238 teachers and 18 Principals. Information was extracted from the respondents using the instruments, namely: Teacher Job Performance Questionnaire (TJPAQ); Organisational Climate Description Questionnaire (OCDQ) and The Teacher .A log-linear model was fitted to show the interaction between the various variables and it shows that Teacher Job Performance is affected by the following variables, namely: Availability of facilities; Class size; Leadership style; motivational strategies and Teacher morale.

Keywords: school, climate, Performance, Teachers, Lagos

INTRODUCTION

The National Policy on Education regarded by Amagionyeodiwe and Osinubi, (2006) to be the policy thrust upon which the primary, secondary and tertiary levels of education are rooted in Nigeria Teachers, whether in private or public schools, are saddled with the responsibility of performing the basic roles under a conducive and harmonious organisational context. Suffice it to say that this is why the National Policy on Education provided a watershed upon which the primary, secondary and tertiary levels of education are rooted.

Owens (2004) related organisational climate to such terms as atmosphere, personality, tone or ethos. The foundational work in school climate is generally recognised as that of Halpin and Croft (1963) who roughly related their definition of climate to morale. Their research examined teacher disengagement from the teaching –learning process, the extent to which the principal burdens teachers with routine duties and demands, teachers' perceptions of the satisfaction of their personal needs and positive accomplishment in their work, teachers' enjoyment of friendly social relations with one another, principals' aloofness and reliance on rules and policies rather than informal contacts with teachers, closeness to and supervision of teachers by the principal, teachers' perceptions that the principal is working to move the organisation in positive directions, and teacher perceptions that the principal treats them humanely. All of these factors combine to help define the climate of a school.

School Organisational Climate is used to refer to teachers' perception of the present context in which he or she carries out his or her day-to-day activities in secondary schools in Lagos state School organisational climate in the context of this research has two components: school characteristics and processes. School processes refer to the social organisation of a school which distinguishes it from other schools. These comprise principal's leadership style, teacher motivation, teacher morale, and teacher job performance. School characteristics denote the typical notable features or elements of a school which include available facilities, school size and policies of school administration.

Teacher Job performance is measured in terms of teacher's lesson presentation which ranges from introduction of lesson to teachers mastery of subject, class participation, class control, evaluation and conclusion,

School Climate

School climate is a broad term that refers to teachers' perceptions of the general work environment of the school. The formal organisation, informal organisation, personalities of participants, and organisational leadership influence it. School climate is a relatively enduring quality of the school environment that is experienced by participants, affects their behaviour, and is based on their collective perceptions of behaviour in schools. It is important to describe and analyse school climate because the atmosphere of a school has a major impact on the organisational behaviour and because administrators can have a significant positive influence on the development of the personality of the school.

Freiberg and Stein (1999) in Angus et al (2009) opined that School climate is the heart and soul of a school. Since the teaching and learning situation in a school seem to be a function of the atmosphere of the school, school climate is a set of unique characteristics of a school. These characteristics tend to distinguish one school from another. In one school, the head teacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear well organised, seem competent and exhibit confidence in whatever they do. In yet another school, there may be tension as the head teacher loses control (Evan, 1959; Clifton, 1999).

Moos (1979) in Pekins (2006) defines school climate as the social atmosphere of a setting or "learning environment" in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos divides learning environments into three categories: relationship, which includes involvement, affiliation with others in the classroom, and teacher support; personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment; and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules, and the strictness of the teacher in enforcing the rules.

School climate is determined by some parameters based on shared perceptions of climate rather than an individual person's belief. A comprehensive assessment of school environment must reflect observations about student, teacher/staff, and parent satisfaction in addition to school climate. Thus, the study should comprise the following surveys: School Climate Survey; Student Satisfaction Survey; Teacher Satisfaction Survey; Parent Satisfaction Survey. School climate is measured by asking each individual to respond to each item in terms of what he or she believes most people hold to be true about that characteristic of the school's environment.

Student satisfaction survey measures student perceptions on eight subscales: Teachers; Fellow students; Schoolwork; Student Activities; Student Discipline; Decision-Making Opportunities; School Building, Supplies and Upkeep; Communication.

Teacher satisfaction survey measures teacher perceptions on nine subscales: Administration; Compensation; Opportunities for Advancement; Student Responsibility and Discipline; Curriculum and Job Tasks; Co-workers; Parents and Community; School Buildings, Supplies, and Maintenance; Communication.

Parent satisfaction measures parent perceptions on nine subscales: Parent Involvement; Curriculum; Student Activities; Teachers; Support Services; School Buildings, Supplies, and Maintenance; Student Discipline; School Administrators; School Information Services.

This study, however, centres mainly on the teacher satisfaction survey as it sets out to investigate the extent to which school organizational climate determine teacher job performance in public and private secondary schools in Lagos State.

Hoy and Miskel's (2005) definition of school climate, supported by Peretomode (1991), reflects the position of this study. The point of divergence, however, is accentuated by the fact that this study views school climate from the perspectives of selected variables of school characteristics and processes.

Halpin and Croft Dimension of School Climate

Halpin and Croft Dimension of School climate could be viewed from eight broad areas of:

(a) Disengagement (b) Hindrance (c) Espirit (d) Intimacy (e) Aloofness (f) Production emphasis (g) Thrust (h) Consideration.

Disengagement: The teachers' tendency to be non-chalant and merely routinised in task oriented situation.

Hindrance: The teachers' feelings that the principal bothers them with routine duties and other commitments that do not relate to the actual job of teaching and which they consider as unnecessarily encroaching on their time.

Espirit: Morale felt as a result of social-needs satisfaction while teachers' still enjoy a sense of task accomplishment.

Intimacy: Teachers' enjoyment of friendly social relations with other teachers. It is a social need satisfaction as distinct from task accomplishment.

Aloofness: The behaviour of the principal which is characterized as formal or impersonal. He is at a distance and he operates on norms, rules and regulations. He is rigid and officious.

Production Emphasis: The principal's behaviours characterised by close supervision that uses directions and

stereotyped communication channels.

Thrust: The principal's behaviour characterised by an evident effort to move the organisation forward. It is close supervision coupled with the principal's personal involvement and a conscious motivation of his teachers.

Consideration: The principal's behaviours that makes him humane and understanding in his interaction with his teachers.

School climate, in this study, comprises school characteristics and processes. As opined by some scholars, such as Chubb and Moe (1990), school climate is an important school process variable. Some scholars suggest that school climate is the social and educational atmosphere of a school that makes families feel welcomed, respected, trusted, heard, and needed (Henderson and Berla, 1994; Hickman, 1996, Comer and Haynes, 1992; Epstein and Dauber, 1988).

Teacher Job Performance

Performance refers to an act of accomplishing or executing a given task (Lindsay, 1995; Griffin, 1997; Owei, 1999). McGregor (1960) developed the theory of job performance in his 'X' and 'Y' theories. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attributes results in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricula activities, supervision, effective leadership, motivation and morale among others.

High performance organisations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organisation a contributing partner to the business. Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work (Harvard Business School (2005) in Katzenbach and Douglas 1993).

For the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes. Researchers have identified several features of professional development that have been correlated with change in teacher knowledge and instructional practices (Cohen and hill 2000; Garet et. al.2001).

These features include (a) a focus on teachers' subject matter content or the teaching methods they employ, (b) duration in terms of the number of hours of training and the number of weeks or months over which training is provided, and (c) an activity format that is integrated into the daily work of teachers rather than removed from the context of direct public school teaching. Those professional development activities mentioned above are expected to increase teacher efficiency but according to this study, these activities rely mostly on elements which impact on teacher job performance in public and private schools.

Considering all these issues, this study examines the organisational climate that is predominant in private and public secondary schools in Lagos State to determine whether there is any relationship between the school climate and teacher job performance

RESEARCH DESIGN

The correlational survey research design was adopted for the study. This methodology was used because the study is based on the description of the relationship between school organizational climate and teacher job performance. The purpose was to ascertain the extent of relationships between school climate variables of motivation, leadership style, available facilities, school policies, class size, morale and teacher job performance.

Population

The target population for the research comprises students and teachers of junior secondary schools in the six education districts in Lagos State.

Table 1 shows the distribution of education districts and the local government education authorities (LGEA's) as contained in the Lagos State directory of public schools (2008).

Sample and Sampling Techniques

Multi-stage cluster sampling technique was employed in this study. The local education districts are already statutorily divided into six clusters (Directorate of public schools in Lagos state, 2008). A sample of three clusters was randomly

Table 1. Education Districts with L.G.EAs

District	L.G.EA
District 1	Agege, Alimosho, Ifako-Ijaye
District 2	Ikorodu, Kosofe, Somolu
District 3	Epe, Eti-Osa, Ibeju-Lekki, Lagos Island
District 4	Apapa, Lagos Mainland, Surulere
District 5	Ajeromi/Ifelodun, Amuwo-Odofin, Badagry, Ojo
District 6	Ikeja, Mushin, Oshodi-Isolo

Source: Lagos State Ministry of Education, Directory of Public Schools in Lagos State July 2008. Volume 1

Table 2 . Categorisation of the selected districts according to LGEA,s.

District 3	District 5	District 6
Epe, Eti-Osa, Ibeju Lekki, Lagos Island	Ajeromi/Ifelodun, Amuwo-dofin, Badagry, Ojo	Ikeja, Mushin, Oshodi-Isolo.

Source: Adopted from Central office of Statistics, Lagos State Ministry of Economic Planning and Budget, 2001.

selected using simple random sampling technique. At the second stage, the three selected clusters were sub-divided into local government education authorities (LGEA,s) and a sample of one (LGEA) was selected from each cluster. Furthermore, the LGEA,s were sub-divided into schools. The schools were then stratified into two according to whether they are public or privately owned.

The outcome of the first stage of the sampling procedure resulted in districts 3, 5 and 6 being selected. The local government areas (LGEA,s) in the three districts are shown in Table 2

Random sample of one local government area each drawn from Table 5 resulted in Ibeju Lekki, Ojo and Ikeja LGEA's being selected.

In Ojo, a sample of 4 public schools and 3 approved private schools was drawn from the 42 public and 34 approved private schools in the LGEA.

Also in Ikeja, 3 public school and 3 approved private schools were randomly selected from the 30 public and 37 approved private schools in the area.

In Ibeju Lekki, out of a total of the 36 public and 15 approved private schools, a random sample of 3 public and 2 approved private schools were selected, it should be noted that in all cases, 10% was used as sample size for each of the sub-population unit.

A total of 18 schools consisting of 8 privately owned and 10 public schools were selected in all. These consist of boys and girls schools (co-educational) which were also categorised according to large and small classes.

Going by the National Policy on Education (1981) recommendation which stipulates ratio of 35 students to a teacher, Iba Housing Estate Junior Secondary School has a student-teacher ratio of 1:51, while Oto-Awori Junior Grammar School has a student-teacher ratio of 1:46. These are examples of schools with large classes. Most sampled private schools however have smaller class sizes, examples are Rita College, Ikeja which has ratio 1:10 (ten students to one teacher) and Odofa Secondary School, Ojo which has a ratio of 1:15 (15 students to a teacher).

Selection of Students

Due to the large population of students, a sample of 1804 students (31% of the population of students) was randomly selected from the junior public and approved private secondary schools in Lagos State as sample size. The sample size was proportional to the population of each school. Students in Junior Secondary School Class 2 in subject areas of English, Mathematics, Social Studies and Integrated Science were randomly selected using the lottery system as these are some of the core subjects that are offered in junior secondary schools in Lagos state. A total of 462 students representing thirty percent (30%) were selected from the subject areas of English and Mathematics respectively. For Integrated Science, a total of 385 students representing twenty-five (25%) were also randomly selected, while a total of 231 students representing fifteen percent (15%) was randomly selected from the area of Social Studies. A total of 747 students were selected from public schools in Ojo LGEA while 135 were selected from the private schools, ninety-six

(96) students were selected from public schools in Ibeju-Lekki LGEA while seventy (70) were selected from the private schools, 306 students were selected from public schools in Ikeja LGEA while 186 students were selected from the private schools. On the whole, a total of 391 students were selected from approved private schools, while 1149 students were selected from public schools.

Selection of Teachers

Sixty-seven percent (67%) was selected as sample size for teachers in the study using teachers' nominal roll. The table of random digits was used to pick the sample elements. Out of the 350 teachers in the selected LGEAs, 238 teachers including Vice Principals, who are themselves not classroom teachers were thus randomly selected for the study.

Selection of Principals

The principal of each of the selected school was included in the study. Eighteen (18) principals therefore participated in the research.

INSTRUMENTATION

Questionnaire

The following questionnaires were designed for the survey to elicit information relating to the objectives of the study.

The Principal and Teacher Questionnaires

Organisational climate description questionnaire (OCDQ) was developed to survey the application of some school climate variables in both private and public schools in Lagos state. The questionnaire was divided into two sections, namely Sections A and B.

Section A deals with bio data of respondents such as sex, age, school, years of experience and qualification of the teachers, principals and vice-principals while section B was designed to elicit responses from teachers, vice-principal and principals on facilities, motivational strategies, leadership style, school policies, class size and teacher morale.

Both the teacher and principal questionnaires consist of thirty-six statements each adapted from Halpin and Croft (1963) eight dimensions of school organizational climate. The first version of Halpin and Croft OCDQ was used by Aina (2005) and the items discriminated accordingly.

The rating scale for teachers and principals using the researchers adaptation: Strongly Disagree, Disagree, Agree, Strongly Agree

Student Questionnaire: The Teacher Job Performance Assessment Questionnaire (TJPAQ)

The teacher job performance assessment questionnaire (TJPAQ) was also designed for students to assess the performance of their teachers on their job. This consists of only one section. Students were made to rank their teachers in relation to class activities according to how they felt their teacher showed commitment to each of those activities. Activities ranked ranged from introduction of lesson to teacher's mastery of subject, class participation, class control, evaluation and conclusion.

Students were made to indicate teacher commitment to these activities by ranking the activities and assigning numbers appropriately.

Administration of Instruments

Organisational Climate Description Questionnaire (OCDQ).

The OCDQ used for this study was personally administered on 240 teachers including thirty-six (36) vice principals. Number of questionnaires returned was 238 (99.2% return rate). A total of 18 questionnaires were also returned by

principals (100% return rate). Out of the 1804 student questionnaires administered, 1540 questionnaires were returned (85.4% return rate) by students in the selected core subject areas in the following order: English (462), Maths (462), Social Studies (231) and Integrated Science (385).

The Teacher Job Performance Assessment Questionnaire (TJPAQ)

The TJPAQ (For Students) was administered on the 1804 sampled students with a return number of 1540 from the eighteen (18) selected public and approved private schools in Lagos state. The administration of the instruments was done immediately after the last class preceding the break time. This enabled the students to be able to rate their teachers accordingly in the area of lesson presentation.

Validity of Instruments

According to Kerlinger (1966), “content validity is the responsiveness or sampling adequacy of the substance, the matter and the topic of measuring the instrument” in order to ascertain the extent to which the instruments used for this study measure what it purports to measure.

The first draft of the OCDQ and the TJPAQ were personally given to five specialists for comments and suggestions. Two of the specialists, who are the researcher’s supervisors, are in the Department of Educational Administration, University of Lagos, two specialists from the Adeniran Ogunsanya College of Education, Otto-Ijanikin, Lagos and one from the Lagos State University, Ojo, Lagos. On the basis of their comments and suggestions, the instruments were modified. Thirty –six (36) items were used to cover the Halpin and Croft eight dimensions of school organization climate and the Halpin and Croft 36 item questionnaires which were adapted for the study.

Reliability of Instrument

The reliability of a test is the extent of the agreement between repeated measurements using the test-retest reliability method (Fox, 1969). Pilot test was carried out using the research instruments. These were administered on 18 principals, 10 vice principals and 20 teachers respectively in public and private schools. 20 students were also used from public and private secondary schools respectively in Lagos State. A re-administration of the instruments was done two weeks after the first administration. The Coefficient of Stability of the two instruments was determined by correlating the overall scores from each of the sample group of respondents on the first occasion with those of the second occasion

Statistical Analysis

The data collected from this survey were subjected to three levels of analysis. The first level described the distribution of the characteristics of the respondents. This is because the behaviour of individual in society is to a large extent, determined by his personal characteristics as well as that of the environment in which he lives. For this reason, it is expected that job performance will be greatly influenced by background characteristics such as education, age, marital status, type of marital union and years of experience. To this end, simple percentages were employed to describe the occurrence of the variables.

However, there is need to examine higher order interaction (more than two variables) between the variables. Ojikutu (1998) while quoting Fienberg (1976), observed that the Pearson,s chi square is inadequate for testing higher dimensional contingency table and that the log- linear models are the most appropriate for analysing multi dimensional cross classified data because it permits simultaneous observation of all relationships while allowing the relative importance of different effects to be examined. Similar to Ojikutu (1998), the hierarchical approach in which higher order effects will not be allowed in the model unless lower order effects compose from the variables in the higher order are also included, was adopted.

The Model

Let Variable 1 be Teacher Job Performance according to school type
 Variable 2 is Class Size

Variable 3 is School Policy
 Variable 4 is Leadership Style
 Variable 5 is Teacher Morale
 Variable 6 is Motivation Strategy,
 Variable 7 is Available Facilities
 The study starts with a saturated model

$$\log F_{ijklmno} = \mu + \mu_{1(i)} + \mu_{2(j)} + \mu_{3(k)} + \mu_{4(l)} + \mu_{5(m)} + \mu_{6(n)} + \mu_{7(o)} + \sum_{q=2}^7 S_q$$

Where

S_q is the sum of the qth order interactions between the categories of the variables and

μ is the overall mean effect

$\mu_{1(i)}$ is the main effect of the ith Teacher Job Performance according to school type (i=1,2)

$\mu_{2(j)}$ is the main effect of the jth category of Class Size (j= 1,2,3,4)

$\mu_{3(k)}$ is the main effect of the kth category of School Policy (k=1,2,3,4)

$\mu_{4(l)}$ is the main effect of the lth category of Leadership Style (l=1,2,3,4)

$\mu_{5(m)}$ is the main effect of the mth category of Teacher Morale (m=1,2,3,4)

$\mu_{6(n)}$ is the main effect of the nth category of Motivational Strategy (n=1,2,3,4)

$\mu_{7(o)}$ is the main effect of the oth category of Availability of facilities (o=1,2,3,4)

The backward elimination technique was employed starting from the saturated model which included all main effects and all higher order interaction and we gradually removed terms until a fit is attained (Ojikutu, 1998)

Result

Table 3 shows the distribution of respondents according to sex, age, years of teaching experience, qualification, marital status, and religion.

The age distribution of the respondents in the survey is as indicated in Table 3. Age is a vital demographic parameter in describing the characteristics of the population. The minimum age is 21 years. From the table 3, it was observed that the bulk of the teachers in the sample fall below the age of 40 years (60.5%). It is of interest to note that the proportion in the age group 51 and above is about 7% which indicates that some older teachers are still active in service.

Table 3 further revealed that the sample consists of Christians (42.9%) and Muslims (57.1%). Three out of every five respondents are Muslims. None of the respondents indicated African religion. 74.7% of the respondent holds at least a bachelor degree in education while 25.3% are NCE holders. Considering the distribution of the sex of the respondents in this study, it was observed that the disparity in the number of male and female in the teaching profession is not too wide. In terms of years of experience, it was also observed that about 86.6 percent of the teachers have at least eleven years of experience in the teaching profession. This indicates that Lagos state has mostly experienced teachers.

Table 3 also indicates that about 82.2 percent of the respondents have ever been married while only 68.4% are married. Most of the student respondents fall within the age range of 11-12 years (79.2%) probably because the selection was made from students in J.S 2 classes in the selected public and approved private schools. Majority of student respondents are also female with a percentage of 51.9. This may indicate that there are more females in schools than males. Majority of students (51.9%) are Christians while (48.1%) are Muslims. None of the students indicated African religion which may also be as a result of proliferation of churches and mosques in the study area with the effect of urbanisation and modernization.

The Model

Table 5 is the SPSS 17 output. The main effect, an higher order interaction effect not beyond the third level are included, that is all interaction higher than the third order cannot be included in the model. Therefore the correct model in this case is

$\log F_{ijklmno} = \mu + \mu_{1(i)} + \mu_{2(j)} + \mu_{3(k)} + \mu_{4(l)} + \mu_{5(m)} + \mu_{6(n)} + \mu_{7(o)} + S_2 + S_3$ where S_2 and S_3 are the sums of the 2nd and the 3rd order interactions respectively between the categories of the variables.

Table 3. Bio-Data of Teacher Respondents

Variable	Frequency	Percentage
Sex		
Male	109	46.0
Female	129	54.0
Total	238	100.0
Age		
21-30years	29	12.0
31-40years	115	48.5
41-50years	77	32.5
51 and above	17	7.0
Total	238	100.0
Year of Experience		
1-10years	32	13.4
11-20years	107	45.0
21-30years	77	32.3
31 and above	22	9.3
Total	238	100.0
Qualification		
NCE	60	25.3
BED/B.Sc	154	64.5
MED	24	10.2
Total	238	100.0
Marital Status		
Single	43	18.0
Married	163	68.4
Divorced	13	5.6
Widow/widower	19	8.0
Total	238	100.0
Religion		
Christianity	102	42.9
Islam	136	57.1
Total	238	100.0

Finding from the model

The log-linear model exhibits interplay between Teacher Job Performance, Class Size, School Policy, Leadership Style, Teacher Morale, Motivational Strategy and Availability of Facilities. The result of the model shows that there is pair wise relationship between these variables and there is also third level interaction in the sense that combination of these variables in group of three show joint relationship. However, joint relationship does not exist beyond this level. That is, teacher job performance is related to each of these variables on one hand also to combinations of the variables in pairs. The following combinations of relationship could be decipher from the model:

Teacher Job Performance vs Class Size
 Teacher Job performance vs School Policy
 Teacher Job performance vs Leadership style
 Teacher Job performance vs Teacher Morale
 Teacher Job performance vs Motivational Strategy
 Teacher Job Performance vs Availability of facilities
 Teacher Job performance, Class Size and School performance
 Teacher Job performance, Class Size and School Policy
 And so on.

Table 4. Bio-Data of Students

Variable	Frequency	Percentage
Age		
9-10 years	100	6.5
11-12 years	1220	79.2
13-14 years	140	9.1
15 and above	80	5.2
Total	1540	100
Sex		
Male	740	48.1
Female	800	51.9
Total	1540	100
Nationality		
Nigerian	1520	98.7
Non-Nigerian	20	1.3
Total	1540	100
Religion		
Christianity	800	51.9
Islam	740	48.1
African Religion	-	-
Total	1540	100

Table 5. Hierarchical Loglinear Analysis

K-Way and Higher-Order Effects							
	K	df	Likelihood Ratio		Pearson		Number of Iterations
			Chi-Square	Sig.	Chi-Square	Sig.	
K-way and Higher Order Effects ^a	1	8191	1837.288	1.000	13554.595	.000	0
	2	8172	1620.764	1.000	10676.987	.000	2
	3	8019	1174.414	1.000	18881.675	.000	6
	4	7344	65.175	1.000	39.469	1.000	20
	5	5589	2.650	1.000	1.367	1.000	3
	6	2916	.000	1.000	.000	1.000	2
	7	729	.000	1.000	.000	1.000	2
K-way Effects ^b	1	19	216.524	.000	2877.608	.000	0
	2	153	446.349	.000	-8204.689	1.000	0
	3	675	1109.240	.000	18842.207	.000	0
	4	1755	62.524	1.000	38.102	1.000	0
	5	2673	2.650	1.000	1.367	1.000	0
	6	2187	.000	1.000	.000	1.000	0
	7	729	.000	1.000	.000	1.000	0

df used for these tests have NOT been adjusted for structural or sampling zeros. Tests using these df may be conservative.

a. Tests that k-way and higher order effects are zero.

b. Tests that k-way effects are zero.

RECOMMENDATIONS

Summary of Findings

The concern of the study was to examine organizational climate in relation to teacher job performance in public and private secondary schools in Lagos state. This was in order to examine certain organizational climate variables and teacher job performance.

Specifically, this study investigated variables of availability of facilities, Class size, school policies, leadership style, motivational strategies and teacher morale and teacher job performance in public and private secondary schools in Lagos state.

The study shows that:

- There is a significant relationship between availability of facilities and teacher job performance in the schools.
- There is a significant relationship between class size and teacher job performance in the schools.
- There is a significant relationship between school policies and teacher job performance in the schools.
- There is a significant relationship between leadership style and teacher job performance in the schools.
- There is a significant relationship between motivational strategies and teacher job performance in the schools.
- There is a significant relationship between teacher morale and teacher job performance in the schools.

Contributions to Knowledge

The study fitted a log-linear model to the relationship among the various organisational climate variables and teacher job performance, clearly showing the levels of such relationship.

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