



## SCHOOL CLIMATE AND TEACHER JOB PERFORMANCE: EVIDENCE FROM SHAMA DISTRICT OF GHANA

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### **Abstract:**

Although school climate is known to exert a potent sway on teachers' overall effectiveness, little is known about its influence on teacher job performance in educational institutions in Ghana albeit no evidence from Shama District. In view of this lacuna in literature, this study employed Halpin and Croft's (1963) dimensions of organizational climate as a theoretical lens to understand the influence of school climate on teacher job performance. The study utilized sequential explanatory mixed method design within the context of pragmatist paradigm. Census, proportionate stratified random and convenience sampling techniques were used to sample 585 respondents. Structured questionnaire and semi-structure interview were used to collect data which were analyzed using both descriptive and inferential statistics whereas thematic approach was employed in analyzing the qualitative data. The study revealed that open climate was dominant, followed by the autonomous, controlled, familiar, paternal and closed climates, and that generally job performance of teachers was rated as very good. Besides, the study indicated that school climate was a good predictor of teacher job performance. However, the study revealed that in order of magnitude, it was familiar climate that contributed most to teachers' job performance, followed by open and controlled climates while the contribution of autonomous, paternal and closed climates were not significant. It was, therefore, recommended that headteachers and teachers should be conscious of the kind of interpersonal relationships that exist among them and be guided to strengthen the climate in their schools, especially the familiar, open and controlled climate traits since they contribute significantly to teacher job performance so as to realize educational goals and objectives.

**Keywords:** school climate, teacher job performance, headteacher, teacher

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## 1. Introduction

The quest for improving quality education in this contemporary era is a concern to all nations because of the conviction that education fosters economic growth and development. Therefore, the impact of school climate on the effectiveness of teaching and learning process has come under spotlight. This assertion is confirmed by Caskey, Cerna, Hanson, Polik, and Houten (2016) when they argued that in recent times, there is growing attention and focus on school climate by educators, researchers, and policymakers due to its ability of creating positive student-teacher relationships, limits the probability of later behavioral problems, and the realization of improved academic attainment. Conceptualized as multi-faceted concept, Petrie (2014) defined school climate to include the unwritten personality and atmosphere of a school including its norms, values, and expectations. Wang and Degol (2015) also postulated that school climate includes academic, community, safety, and institutional environment dimensions that encompass just about every feature of the school environment that impacts cognitive, behavioral, and psychological development. In essence, school climate portrays the totality of the school milieu that impacts the life and behaviour of the school members.

Indeed, scholars have adduced evidence to support the necessity to promote healthy school climate. For instance, Ebrahim and Mohamadkhani (2014) opined that teachers need a conducive organization climate to encourage them to perform their tasks effectively to attain good student performance. Similarly, Shahid (2012) observed that apposite climate in organizations lead to more cohesive work groups, more satisfied and committed employees, greater productivity, increased positive feelings about the organization, better job performance, prevention of employee turnover, and reduction in job stressor that has the potential to affect the health of the employees. Besides, in educational institutions, a number of studies have revealed that school climate is associated with students' academic achievement and motivation (Berkowitz, Moore, Astor, & Benbenishty, 2017) and to instructional performances of teachers (Jia, Konold, Cornell, & Huang, 2016). Additionally, it has been discovered to sway students' social-emotional adjustment and mental health, such as their self-esteem (Cornell & Huang, 2018). The findings from these studies sustain the truism that school climate is a crucial antecedent to organizational effectiveness. Logically, organizational actors in schools need to make conscious efforts to create and sustain conducive climate so as to promote effective teaching and learning, and reap other benefits therein.

From the preceding discussion, it could be seen that the formation and development of school climate has been a subject of inquiry and the preoccupation of researchers in recent decades. As a result, school climate experts have propounded their theories and inventories through empirical studies to better understand the construct. One of such inventories is the most popularized Halpin and Croft's (1963) Dimensions of Organizational Climate (DOC) which constituted the theoretical framework for the study and provided the impetus for research into the concept of organizational climate. These theorists conceived climate as being a fusion and synthesis of interpersonal interactions between the principal and the teachers. After an extensive research, Halpin and Croft

(1963) developed six types of climates which are placed on a continuum: open, autonomous, controlled, familiar, paternal, and closed.

The open climate is defined and characterized by sincerity, frankness, genuineness, low hindrance, low disengagement, average intimacy, high esprit of teachers, high thrust and consideration of the school head. In an autonomous climate, teachers tend to enjoy complete freedom to conduct their work and fulfill their social needs as they wish. Intimacy is relatively high coupled with little hindrance, and less production emphasis from administrators. The controlled school climate is extremely task-oriented and gives room for production or achievement of organizational goals. In this type of climate, the school head dominates all school activities. The attainment of objective is highly stressed with little attention to consideration, gratification of personal and social needs. In the familiar school climate, there is high degree of consideration and intimacy with little emphasis on production. Besides, a friendly atmosphere exists between school heads and teachers.

The paternal school climate exists where school leaders solely initiate all programmes. The closed climate is characterized by high disengagement, high hindrance, low esprit, and average intimacy of teachers, high production is emphasized, and there is high thrust of the school leader. This confirms the truism that organizational climate is classified into several types. As a result, researchers wonder which type or combination of types would engender the needed organizational effectiveness. To this end, whereas Cheng (1994) indicated that a combination of the open, autonomous, controlled and familiar climates is vital creating a positive climate, Coda, DaSilva and Custodio (2015) maintained that a school that reflects an open climate is likely to enhance teachers' job performance. Therefore, education stakeholders have the responsibility of investigating in specific settings the type(s) of school climate needed to ensure that teachers perform their tasks to the best of their abilities in their schools so as to offer quality education to students. Thus, assessing the climate of a school would provide a constructive guide for improving the school.

Besides, school climate, researchers have documented differing explanations to the concept of job performance. Cascio (2006) posited that job performance is the extent to which an individual is carrying out assignment or task. It refers to the degree of accomplishment of the task that makes up an employee's job. Relating this to teaching, a teacher's job performance is the degree to which he/she discharges duties as contained in the job description. Therefore, a teacher's job description is measured based on performance on both curricular and extra-curricular activities. Employee's job performance means the ability of employees to attain goals either personal or organizational by using resources efficiently and effectively (Daft, 2000). This definition is similar to Stannack's (1996) that the term job performance expresses the range of measurements of efficiency of input and output efficiency. The above definitions suggest that job performance requires the judicious use of resources to maximize productivity. These resources could be animate (human) or inanimate (material). From this perspective, a teacher's job performance is the extent the teacher utilizes his/her

knowledge, skills, attitudes, and time as well as material resources such as text books, furniture, computers, and school supplies to achieve the goals of the school.

With the differing constellations of the concept of job performance as discussed, it could be seen that teacher performance is multifaceted, and its scope needs to be well defined in any discourse. However, a general consensus among scholars that job performance relates to the extent to which an employee discharges his/her responsibilities to attain organizational goals. Intuitively, a teacher's job performance is the extent a teacher utilizes his/her knowledge, skills, attitudes, and time as well as material resources such as text books, furniture, computers, and school supplies to achieve the goals of the school. In this study, teacher job performance is operationalized as the duties and observable behaviours that a teacher exhibits at a particular time on curricular and co-curricular activities that are planned and organized by the school so as to attain educational goals. It relates to the degree to which a teacher prepares for lessons, punctuality and regularity, classroom teaching and learning processes, and supervision of co-curricular activities such as sports, fieldtrip, and cultural festivities so as to realize educational goals and objectives.

Najeemah (2012) also discovered school climate has a positive link with teachers' job performance. Reza, Jafar, Mohammed, Hasan and Shahrookh (2013) confirmed a significant positive association between school climate and teacher job performance. The findings of these studies suggested that school climates were vital in determining the job performance of teachers, and the nature of some school climate enhanced performance of the teachers. However, in variance to studies which disclosed that school climate vanguards teacher's job performance, Donald, Marnik, Mackenzie and Ackerman (2009) discovered that school climate did not significantly impact teacher job performance. Therefore, it is important that studies are conducted on the nature of school climate that exists in schools if they desire to realize improve teacher job performance in schools.

Besides, empirical studies have documented different levels of teacher job performance. Selamat, Samsu and Kamalu (2013) studied the levels of job performance among secondary school teachers in Klang District in Malaysia. The findings revealed that majority of them, 91.9% (34) demonstrated low level of job performance, and 8.1% (3) showed moderate level of job performance. The results showed that none of the teachers showed high level of job performance. With the low level of performance, it could be inferred that these teachers were less likely to carry out the given tasks as expected. In another study conducted in Mogadishu, Ali, Dahie and Ali (2016) showed that there was high level of job performance among staff. The results above revealed that there are inconsistent results on the level of teacher job performance which suggests that further investigation into this issue is necessary.

Even though evidence from empirical studies have identified school climate breed the needed atmosphere for effective teaching and learning leading to an improved students' academic achievement, available literature suggests that school climate, in itself, does not engender students' academic achievement. Hence, researchers ([Reynolds, Lee, Turner, Bromhead & Subasic, 2017](#)) reported no relationship between school climate and academic performance. Therefore, the literature on previous researches has

demonstrated inconsistent results on the relationship between school climate and students' academic performance. The existence of these contradictory findings calls for further studies to shed more lights on the linkage between school climate and academic performance in specific settings. This study seeks to find out the relationship between school climate and students' academic performance in the Shama District of Ghana.

In educational contexts, scholars and practitioners have investigated the prevailing climate due to the conviction that the success of the educational institution depends on its ability to develop positive school climate. For instance, a study by Fakunle and Ale (2018) found controlled climate to be predominantly prevail than open and closed climates in public senior secondary schools in Ekiti State, Nigeria. Likewise, Coda, DaSilva and Custodio (2015) discovered in their study which sought to determine the prevailing climate types in public and private owned secondary schools in Delta North Senatorial Zone of Delta State of Nigeria, that autonomous, controlled, open and paternal school climate were prevalent in the schools. Contrarily, Adebayo (2002) and Adeyemi's (2010), studies unveiled open climate as the most predominant climate in schools.

The findings from these studies suggest that different types of climate could exist in a school at the same time. It could be observed from the extant studies that varied climates prevail in different school contexts and environments. These studies have proven that there were inconsistencies in the results. This implies that the adoption of particular climates should be supported by situation-bound evidence which calls for further research in diverse organizational settings. Juxtaposing the evidence from the above studies, it could be said that these studies apart from being conducted in secondary schools, they are also rare in Ghanaian context. Hence, same cannot be said relative to basic schools in Ghana. It is against this backdrop that this study has been conducted to gather evidence on the nature of prevailing school climate in the Shama District.

## **2. Statement of the Problem**

Lately, the decline in the learning outcomes of students at various levels of education in Ghana has triggered some concerns from education stakeholders about the job performance of teachers in educational institutions. In the Shama District, education stakeholders are worried about the drop in student academic performance over the years. In 2016, for instance, the district recorded a pass rate of 47% in the Basic Education Certificate Examination (BECE) while the rest 53% failed in the examination. Even though, the pass rate increased from 47% in year 2016 to 72%, 74% and 74% in the year 2017, 2018 and 2019 respectively (Examination Unit of Shama Education Directorate, 2020), analysis of the trend also revealed that averagely, 33.25% of the students who wrote the BECE in the years under review were unable to pass and enter second cycle institutions. With the increasing demand for accountability in the education sector, school leaders and teachers as key actors in the education enterprise cannot be left out. This could be expected because studies have documented that school climate and teacher job performance is crucial antecedent of student performance (Reza, et. al. 2013; Najeemah, 2012). This implies that the low performance of the students in the Shama

District could be attributed to the low job performance and ineffective school climate which is a creation of the various actors in the schools including headteachers and teachers.

Although this postulation appears consistent with existing research findings, it would be problematic to ascribe the low performance of the students to poor school climate and low job performance among teachers since there is no empirical evidence to support the assumption. Again, since there are several typologies of school climate that headteachers and teachers experience in their schools, it would be difficult to prescribe effective school climate that are most likely to influence teacher job performance without a rigorous research. Apart from the dearth of literature on the influence of school climate on teacher job performance in basic schools in Ghana, it has also been discovered in literature that scholars have studied these variables either as an individual construct or its influence assessed in other variables such as headteachers leadership styles, teacher motivation and students' academic performance (Owuoh, 2016; Donkoh, 2016 & Adamu, 2018) with different philosophical considerations other than the pragmatist epistemology which this study employed. This study was, therefore, carried out to fill these methodological and contextual gaps as it investigated the following research questions:

- 1) What is the dominant school climate experienced by teachers in public basic schools in the Shama District?
- 2) What is the level of teacher job performance in public basic schools in the Shama District?
- 3) What is the effect of school climate on the job performance of teachers in public basic schools in the Shama District?

It is hoped that discovering the predominant climate in the district would lead to the creation of sentience among the administrators of school on how to improve on the prevailing climate so as to boost teachers' job performance. Additionally, the outcome of the study would shed light on the precise school climate dimensions that are required to enhance the job performance of teachers. This would be beneficial for educational stakeholders to be scrupulous on the application of school climate traits that are likely to predict teacher job performance. Besides, the findings would highlight the extent to which existing models of school climate could be applied within the context of educational institutions in Ghana.

### **3. Methodology**

Aligned to the pragmatist paradigm, this study utilized the sequential explanatory mixed method design. The pragmatist stance originates from the justification that researching from different and multiple angles contribute to a comprehensive understanding of the phenomenon since reality can exist on multiple levels. The pragmatist's stance, therefore, suggests that neither quantitative nor the qualitative approach only is inadequate to give a complete picture of the phenomenon (Roni, Merga & Morris, 2020; Bryman & Bell, 2019). Besides, the rationale for the adoption of sequential explanatory mixed method design is to use the quantitative data and their analysis to provide some level of

understanding of the research problem while the qualitative (text) data are collected and analyzed second in sequence to help explain or elaborate on the quantitative results obtained in the first phase (Leedy & Ormrod, 2020; Kline, 2020).

To ensure fair representation of respondents in the study, proportionate stratified random sampling technique was used to sample 585 participants out of the target population of 1141 (65 headteachers and 1076 teachers) in the public basic schools in the district for the study. This was composed of 59 headteachers and 526 teachers from the public basic schools pupils. This sample size was deemed representative based on Borg and Gall's (2003) recommendation that at least 30% of the target population is representative in mixed study research. Based on this suggestion, the researcher sampled 51% of the target population of 1141 participants as the sample for the study which was above the minimum suggestion of 30%. Ten (10) participants made up of 5 headteachers and 5 teachers were conveniently chosen for the qualitative interview. The selection of 10 respondents was based on this viewpoint of Whitehead and Annells (2007) who recommended that eight to fifteen participants are adequate for qualitative studies.

The Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1963) and Teachers' Job Performance Self-rating Questionnaire (TJPSQ) championed by Underwood (2004) were adopted and adapted for the study whereas semi-structured interview guide was used to collect data through interviews for the qualitative phase of the study. In this study, Section A of the questionnaire gathered demographic information of the respondents such as gender, age, and experience whereas Sections B and C were used to collect information on the OCDQ and TJPSQ respectively. OCDQ instrument postulated by Halpin and Croft identified six types of organizational climates referred to as closed, paternal, familiar, controlled, autonomous, and open. The TJPSQ also contained four facets of teachers' job performance: teaching skills, management skills, discipline and regularity. Both the TJPSQ and OCDQ questionnaire contained a 5- point Likert Scale. To ascertain the reliability of the instrument, a pre-test was carried out and the internal consistency assessment of the various items yielded 0.88 for closed, 0.91 for paternal, 0.81 for familiar, 0.94 for controlled, 0.86 for autonomous, 0.86 open and 0.87 for the overall climates respectively. In the case of TJPSQ, Cronbach alpha coefficient of 0.88, 0.85, 0.89, 0.93 and 0.91 were realized for teaching skills, management skills, discipline, regularity as well as the overall. In line with recommendations by scholars such as (Collier, 2020; Verma & Abdel-Salam, 2019) of Cronbach coefficients of  $\geq 0.7$  being indicative of acceptable reliability, it could be said that the questionnaire was reliable.

Face, content and construct validation principles were followed in ensuring the validity of the instruments. Besides, the use of inferential statistical tool like multiple regression requires satisfying assumptions like normality, homogeneity of variance and Multicollinearity. Accordingly, the Levene's Test for Equality of Variances was used to check homogeneity of variance, where its statistic was greater than the alpha value of 0.05. For multicollinearity as required of multiple regression, the tolerance and variance inflation factors (VIF) were used and the tolerance value of less than 0.10, or a VIF value should greater than 10 are indicative of the researcher meeting these assumptions. For

data analysis, descriptive statistics such as mean and standard deviation was used in answering research questions 1 and 2 whereas inferential statistical tool in multiple regression was used in answering research question 3. Additionally, thematic analysis was used to analyze the qualitative data where verbatim statements made by the respondents were used in relation to the themes. After meeting the ethical requirements of anonymity, confidentiality, informed consent and trustworthiness criteria as benchmarks of conducting research, the researcher self-administered the instruments to the respondents.

#### 4. Results and Discussion

This section presents the results and analysis of the research questions outlined in the study. It begins with the discussion of response rate and later examines the demographic composition of the respondents and finally ends with the discussion of results. Firstly, out of the 65 and 549 totaling 614 questionnaires distributed to headteachers and teachers respectively, 585 were used in the analysis representing a response rate of 95%. This response rate was attained because some respondents did not fill-in their questionnaires whilst other questionnaires contained a lot of missing information. However, this response rate was deemed appropriate based on the recommendation of Babie (2007) that a response rate of 70% is enough in a mixed method study.

**Table 1: Demographic Information of Respondents**

Categories	Variables	Frequency	Percent
Nature of Respondents	Headteachers	59	10.1
	Teachers	526	89.9
	<b>Total</b>	<b>585</b>	<b>100.0</b>
Sex	Male	299	51.1
	Female	286	48.9
	<b>Total</b>	<b>585</b>	<b>100.0</b>
Age	20-29	197	33.7
	30-39	212	36.2
	40-49	128	21.9
	50 and above	48	8.2
	<b>Total</b>	<b>585</b>	<b>100.0</b>
Academic Qualification	Diploma	261	44.6
	Bachelors' Degree	299	51.1
	Masters' Degree	25	4.3
	<b>Total</b>	<b>585</b>	<b>100.0</b>
Years of Experience	1-5	227	38.8
	6-10	126	21.5
	10 and above	232	39.7
	<b>Total</b>	<b>585</b>	<b>100.0</b>

As indicated in Table 1, more teachers (n=526, 89.9%) than headteachers (n=59, 10.1%) were involved in the study. The information further reveals that more male teachers (n=299, 51.1%) than female teachers (n=286, 48.9%) were involved in the study.



Concerning age, the findings showed that most of the teachers who participated in the study were 30-39 years (n=212, 36.2%) than those who fell between 20-29 years (n=197, 33.7%), 40-49 years (n=128, 21.9%) as well as those who were 50 years and above (n=48, 8.2%). The distribution of the respondents on academic qualification reveals that 299 respondents representing 51.1% had bachelor's degree, 261 respondents representing 44.6% were diploma holders, and the remaining respondents had masters' degree (n=25, 4.3%). The composition of the respondents by work experience showed that more most of the respondents had 10 years and above of work experience (n=232, 39.7%) as compared to those with 1-5 years (n=227, 38.8%), and 6-10 years (n=126, 21.5%). The demographic distributions of the respondents were crucial to the study because they showed that data were collected from respondents with diverse backgrounds, thereby making the data rich and devoid of bias. In this way, the authenticity of the data and their findings were enhanced.

#### 4.1 Analysis and Discussions of Research Questions

**Research Question One:** What is the dominant school climate experienced by teachers in public basic schools in the Shama District?

The aim of this research question was to determine the kinds and the dominant climate that characterize public basic schools in the Shama District. Climates such as familiar, open, controlled, open, paternal and autonomous were considered in the study. The results of the analysis have been presented in Table 2.

**Table 2:** Kinds of School Climate in Public Basic Schools in Shama District

Kinds of Climates	Mean	Std. Deviation
Open Climate	3.78	1.02
Autonomous Climate	3.64	0.89
Controlled Climate	3.56	0.76
Familiar Climate	3.52	0.86
Paternal Climate	3.47	0.90
Closed Climate	3.36	0.61
Overall Climate	3.55	0.84

It is observed from Table 2 that a variety of climates exists in public basic schools in the Shama District. However, the findings reveal open climate was more dominant (M=3.78, SD=1.02) followed by autonomous climate (M=3.64, SD=0.89), controlled climate (M=3.56, SD=0.76), familiar climate (M=3.52, SD=0.86), paternal climate (M=3.47, SD=0.90), and closed climate (M=3.36, SD=0.61). The overall school climate yielded a mean of 3.55 (SD=0.84). Therefore, it was evident that open climate was the dominant kind of school climate experienced by teachers while closed school climate was the least kind of climate experienced by the teachers in public basic schools in the Shama District. The finding of this study is consistent with Adeyemi's (2010) finding which unveiled open climate as the most predominant climate in schools. Contrary to Adeyemi's finding, Coda, et al. (2015) discovered in their study that autonomous, controlled, open and paternal school climate were prevalent in the schools.

It could be inferred from the finding that the schools in Shama have been created an open environment where teachers receive support from headteachers in their devotion to work. In this sense, headteachers exhibit genuine concerns towards the teachers where the latter is given free way in undertaking tasks (Rapti, 2013). The results further imply that teachers in the Shama Districts depict tolerance, respect and are attentive and ready to meet the needs of the students by working hard to help students excel in their careers. The depiction of tolerance and respect among the teachers in the basic schools are very critical since these teachers are regarded as surrogates of first class morality (Watson & Johnston, 2006). It would ensure the transmission of worthwhile behaviours to the students by the teachers. Besides, the findings suggest that the mean scores for each kind of climate was higher than the 3.0 mean score of the questionnaire (1+2+3+4+5/5). This implies that all the kinds of climate outlined in the study were predominantly experienced among the teachers even though there were varying degrees of the magnitude. Headteachers and teachers shared their views through interviews on the kinds of climate they experienced as contained in the following remarks:

*“In this school every teacher is encouraged to be part of the decision making process. When a problem arises, all staff in a meeting with the headteacher, reflect and dialogue on how best to solve the problem. The headteacher does not take decision all alone; he involves us in finding solution to problems almost always. Opportunity is always granted to us as teachers to also share our ideas and thoughts whenever there are issues to be discussed. Our headteacher welcomes every idea and thought in dealing with issues in our school.”* [Teacher #1]

Another teacher maintained:

*“We are all respected and are very happy in this school because of our headteacher’s approach in dealing with issues. He welcomes every idea and sees it a good opinion and sometimes even rewards us for sharing our thought on issues.”* [Teacher #2]

It could be understood from these remarks that both teachers and headteacher in the school experience an open climate. Impliedly, these schools are characterized with positive child and adolescent development, successful risk-prevention and health-promotion measures, student learning and academic achievement, higher graduation rates, and teacher retention (Greenblatt, 2013). This finding agrees with the observation by Ebrahim and Mohamadkhani (2014) who maintained that teachers need a conducive organization climate to encourage them to perform their tasks effectively to attain good student performance. This means that the school climate in the Shama District provides an enriching environment for teachers’ growth and academic success.

However, interview data from other schools indicated that teachers experience other kinds of climate in their schools. In relation to autonomous climate, a headteacher commented thus:

*“As a headteacher, I am very keen in ensuring my teachers perform their task well. I sometimes have to impose strict rules to compel them to work. When it comes to the marking of lesson notes and scheme of work, I subject my teachers strictly to the guidelines outlined by the Ghana Education Service.” [Headteacher #3]*

A teacher had this to say about the climate in his school:

*“Often times, my headteacher is anxious to make sure we complete assignments. Our headteacher also imposes strict rules to require us to complete our job within a set period, and he will not be excused for failing to perform assignments.” [Teacher #4]*

In another interview, a teacher had this to say about the kind of climate she experiences:

*“The headteacher tracks our record of work, lesson notes, and work results to determine whether teachers have performed their classroom duties as expected. In reality, no cordial relationship seems to exist when it comes to work. The headteacher applies strict guidelines, supervises each process and guarantees complete conformity with laid-down procedures and guidelines.” [Teacher #5].*

On the basis of the above arguments, it was concluded that there was a controlled school atmosphere where job accomplishment was emphasized by the headteacher. The headteacher was seen as deeply involved in the teachers' work, where the school's activities are closely supervised to prevent deviations. This climate in the school helps teachers to be completely dedicated to their task and devote a significant amount of time to completing it (Rapti, 2013).

For familiar climate, a teacher had this to say about his headteacher:

*“I would say that in this school, there is a pleasant atmosphere in which we work. Our headteacher is very sociable, we meet frequently to discuss issues concerning our work. In this school, teachers chat with each other, and exchange ideas and so there is always a cordial relationship existing in the school. Nobody is intimated in performing his/her task.” [Teacher #3]*

It could be deduced from the interview that there was a familiar school climate in the school. Besides, the interview results supported the point that school-related conditions were different. This means that the school environment is complex, and depending on the prevailing contingencies, a peculiar environment will arise. The varied kinds of climates experienced by the teachers resonate with the findings of Fakunle and Ale (2018) that in an attempt to achieve educational goals, objectives and to ensure academic excellence, the relationship and climates that prevails in schools even though ought to be cordial should also ensure closed, controlled, paternal, familiar and

autonomous climate. In essence, in the same school, various climates may occur and be affected by the requirements of the moment.

**Research Question Two:** What is the level of teacher job performance in public basic schools in the Shama District?

The second research question investigated the level of teacher job performance in public basic schools the study area. In this study, teacher job performance comprised four facets: teaching skills, management skills, discipline and regularity and interpersonal relations as proposed by Underwood (2004). The interpretation of the levels of job performance was based on the views of Underwood (2004) as contained in Table 3.

**Table 3:** Interpretation of Teacher Job Performance

Scale	Range	Interpretation	
		Level of Agreement	Level of Performance
1	0.00 – 1.49	Strongly disagree	Poor
2	1.50 – 2.49	Disagree	Fair
3	2.50 – 3.49	Uncertain	Good
4	3.50 – 4.49	Agree	Very good
5	4.50 – 5.00	Strongly agree	Excellent

Source: Underwood (2004).

The result on the level of teacher job performance is presented in Table 4.

**Table 4:** Descriptive Statistics for the Level of Job Performance

Variables	Mean	Std. Deviation	Interpretation of teachers' level of Job Performance
Management Skills	4.47	0.48	Very good
Teaching Skills	4.31	0.48	Very good
Discipline and Regularity	4.06	0.53	Very good
Interpersonal Relations	3.21	0.58	Good
Overall Teacher Job Performance	<b>3.98</b>	<b>0.35</b>	<b>Very good</b>

Comparing the results in Table 4 to the criteria set by Underwood (2004) as contained in Table 3, it could be observed that whereas teachers' level of job performance was rated good in relation to interpersonal relations (M=3.21, SD=0.58), teacher job performance was rated very good in relation to management skills (M=4.47, SD=0.48), teaching skills (M=4.31, SD=0.48), discipline and regularity (M=4.06, SD=0.53), as well as the overall teacher job performance (M=3.98, SD=0.35) was very good. The interview data on the level of teacher job performance generally indicated that their performance was rated as very good. This is supported by the following excerpt:

*“As a headteacher I would rate the degree of job performance of my teachers as very good because they prepare well for their lessons and use different methods and materials to*

*teach the pupils well. I note that they have patience in discussing the students' individual difficulties during their lessons."* [Headteacher #2]

The above comment indicates that the output of teachers in relation to teaching skills was very high in terms of using various methodologies and paying attention to the pupils' individual differences in the classroom. Allington and Gabriel (2015) intimated that catering for individual differences in classroom remains a key ingredient for teaching in the 21<sup>st</sup> Century as it enables all students to feel catered for in the classroom. In commenting on management skills, a teacher indicated that:

*"I would rate my performance as a teacher as excellent. Every day, I come to school early, and I try to use my teaching time wisely. I teach, give my pupils activities that I mark promptly and give feedback. I engage in co-curricular events, such as sport, culture and national festival celebrations because of the climate I find that prevails in the school."* [Teacher #4]

It could be decoded from here that this teacher indicated possessed management skills where he managed time effectively, and he is punctual and regular at school. In another comment, this is what a teacher had to say:

*"Aside my role as a headteacher, I collaborate with my colleagues on the school's role. I think I may not be able to accomplish anything as a person, but when we work together, our work will change a lot. We connect well with each other in my school, because we exchange ideas about the work we do. All in all, I rate my job efficiency level as very good."* [Headteacher #4]

It is clear here that teacher had good interpersonal relationships which makes it possible to cooperate with other teachers to achieve better results. A headteacher indicated that discipline of teachers is vital for school success, and this is what her teachers possess:

*"My teachers are disciplined in the work they do. They know what is expected of them as teachers, and they are punctual on tasks assigned them. They do not show favouritism among the pupils, and they use time wisely."* [Headteacher #5]

The statements have indicated that teachers displayed different facets of job performance, especially in relation to teaching skills, management skills, interpersonal relationships, and discipline and regularity. The findings of this study though consistent with Ali, et al. (2016) where staff exhibited high level of job performance, it is also at variance with the findings by Selamat, et al. (2013) where low job performance was recorded among teachers in Malaysia. The very good teacher job performance recorded implies that teachers are able to carry out their tasks effectively and efficiently which ultimately boost the performance. In essence, the prevailing climates in the schools are

composed of people who interrelate with each other in diverse ways, and result in the development of apposite school climate. Additionally, this expected because climates characterized by mutual trust, commitment, reciprocal liking and shared interests and values translate into high performance as indicated by Chen, Mao, Hsieh, Liu and Yen (2013).

**Research Question Three:** What is the effect of school climate on the job performance of teachers in public basic schools in the Shama District?

Research question three investigated the effect of school climate on teachers' job performance where multiple regression involving open, autonomous, controlled, familiar, paternal and closed climates were used as predictors of teacher job performance. The results are presented in Table 5.

**Table 5:** Model Summary of Multiple Regression  
Results for School Climates and Teacher Job Performance

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	0.721 <sup>a</sup>	0.489	0.478	0.513	0.489	38.230	6	578	0.000
a. Predictors: (Constant), open, autonomous, controlled, familiar, paternal and closed									
b. Dependent Variable: Teacher Job Performance									

The multiple regression results in Table 5 revealed that school climate collectively accounted for 48.9% to teacher job performance which was considered to be statistically significant [ $F(6, 578) = 38.230, p < 0.05$ ]. This result implies that other factors not included in this study were responsible for 51.1% influence for teacher job performance. Based on these results, it was evident that together, school climate is good predictor of teacher job performance in public basic schools in the Shama District. In fact, Smith (2009) posited that positive school climate does not just guarantee teacher job performance but further improves teacher commitment thereby reducing teacher attrition. Consistent with this claim, it could be said that apposite interpersonal relationship in educational institutions is crucial to heighten job satisfaction, assurance of job security and comfort among teachers in schools. Madlock and Booth-Butterfield (2012) were of the view that when co-workers relationship provides support to each other and positively impacts employee satisfaction and performance because employees who are bonded in a relationship with colleagues experience good mental and physical health, feel secured and have self-confidence as well as motivate each other in the workplace. Conversely, poor school climate breeds job dissatisfaction, insecurity, and discomfort among teachers.

The study further examined the influence of each predictor to teachers' job performance, and the results are presented in Table 6.

**Table 6:** Standardized and Unstandardized Coefficients of Independent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.780	0.084		44.837	0.000		
	Open Climate	0.015	0.018	0.044	0.837	0.003	0.602	1.661
	Controlled Climate	0.036	0.021	0.078	1.673	0.035	0.757	1.322
	Autonomous Climate	-0.018	0.020	-0.047	-.902	0.367	0.621	1.611
	Paternal Climate	-0.030	0.020	-0.079	-1.533	0.126	0.629	1.589
	Familiar Climate	0.089	0.020	0.222	4.528	0.000	0.690	1.449
	Closed Climate	-0.027	0.017	-0.080	-1.624	0.105	0.684	1.461

The results in Table 6 showed that out of the six kinds of school climate outlined in the study, open climate ( $\beta=0.044$ ,  $t=0.837$ ,  $p<0.05$ ), controlled climate ( $\beta=0.078$ ,  $t=1.673$ ,  $p<0.05$ ), and familiar climate ( $\beta=0.222$ ,  $t=4.528$ ,  $p<0.05$ ) individually contributed significantly to teachers' job performance while the contribution of autonomous climate ( $\beta=-0.047$ ,  $t=-0.902$ ,  $p>0.05$ ), paternal climate ( $\beta=-0.079$ ,  $t=-1.533$ ,  $p>0.05$ ), and closed climate ( $\beta=-0.080$ ,  $t=-1.624$ ,  $p>0.05$ ). In order of magnitude, it was revealed that familiar climate contributed most to the teachers' job performance, followed by open climate, and controlled climate.

This finding agrees with Donald, Marnik, Mackenzie and Ackerman's (2009) results that the climate affects teachers job performance. The outcome of this study also confirms other studies (Chiaburu & Harrison, 2008; Madlock & Booth-Butterfield, 2012) that job performance is improved when there is a positive relationship among colleagues (headteacher-teacher relationship) at the workplace. Based on these findings, it was concluded that familiar, open and controlled climates were the major kinds of climates that influenced teachers' job performance in the Shama District. Obviously, the presence of these climates would aid schools in being perceived as a healthy learning environment, where learners and parents hopes and ambitions are central, teachers are encouraged to do their best, and everyone is valued and feels connected to the school.

## 5. Conclusions and Recommendations

It could be concluded that as part of efforts to enhance the learning outcomes of students and make education relevant to the demands of the 21<sup>st</sup> Century, school climate and job performance of teachers cannot be downplayed. Therefore, understanding the prevailing climates in the school is crucial in knowing how it affects school effectiveness. Hence, it is recommended that in-service training should be organized periodically for the stakeholders of school to be aware of the climates that pertained in the school and their effect on school effectiveness. This is so because, there is ample evidence from the study to conclude that school climate is a vital antecedent of job performance among the teachers. This implies that positive school climate has the potential of boosting good job performance among the teachers while unfavourable climate would lead to dismal teacher job performance. It is, therefore, expected that when appropriate school climate

is created and maintained in the school, it would enhance and sustain the job performance of the teachers. Hence, it was recommended that the headteachers and teachers are oriented to recognize the effect of school climate on the academic performance of the students so that they can exhibit positive behaviours that promote conducive climate in the school. Meanwhile, the study pointed out that the climate of the school is constantly changing, therefore, different climates could be found in the same school. Therefore, there is a clarion call for educational stakeholders to be vigilant to determine the kind of climate that exist in the school at a particular time, and the extent to which the existing climate impacts the job performance of the teachers. In the context of this study, all the climate types captured in Halpin and Croft's (1963) manifested in the study.

### **5.1 Research Implications and Suggestions for Further Studies**

This study on using Halpin and Croft's (1963) dimensions of school climate to understand its influence on teacher job performance has provided contextual knowledge in the field of school climate and job performance within the basic schools in Ghana. This study delved into the climates that existed in the public basic school in the Shama district of Ghana. These included open, autonomous, controlled, familiar, paternal and closed climates. It is suggested subsequent studies should include factors that influence school climate. Besides, future studies should try to uncover how school climate and teacher job performance influence students' academic achievement. This would help to obtain a comprehensive understanding of the linkage between school climate, teacher job performance and students' academic achievement in the basic schools. Rigorous and empirically proven interventions on which specific aspects to enhance school climates is therefore in place so as to realize educational goals and objectives.

### **Conflict of Interest Statement**

The author declares no conflicts of interests.

### **About the Author**

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