

# Influence of school climate on academic staff efficacy in state owned tertiary institutions in Adamawa state, Nigeria

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## ABSTRACT

The study investigated the influence of school climate on academic staff efficacy in Adamawa State owned tertiary institutions. Five research questions and three hypotheses guided the study and descriptive survey research design was used. The study purposefully selected four out of the seven state owned tertiary institutions in the state, out of which 110 academic staff and 377 students was sampled as respondents. School Climate and Academic staff efficacy Questionnaire (SCTEQ) was used for data collection. A reliability of 0.78 was obtained using test-retest method. Mean, standard deviation and Z-test was used to answer and test the research questions and hypotheses respectively at 0.05 level of significance. The findings revealed that administrators' leadership style, teachers' relationship with fellow teachers and students influences academic staff efficacy positively. The null hypotheses revealed no significant differences between the mean opinion of the respondents on the influence of administrators' leadership style, other school climate variables and academic staff efficacy in Adamawa State owned tertiary institutions though a significant difference was found between the respondents' mean opinion scores on influence of teacher-students' relationship and academic staff efficacy. Based on the findings it was recommended among other things: that educational administrators in Adamawa State tertiary institutions should sustain and encourage a positive school climate among teachers and students by organizing workshops or seminars where information are provided and teachers and students should be allowed to express their views for peaceful working atmosphere to exist and enhance productivity in their institutions.

## KEYWORDS

School climate; academic staff efficacy; leadership style; teacher - students' relationships; tertiary institutions

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## INTRODUCTION

Tertiary institutions are social organization with a unique formation that can influences behaviour of the human component and Dike and Eric (2019) opined that these human components include the students, teachers and the administrator. From this, schools are social system involving two classes of phenomena that are independent and at the same interactive that is the individual behaviour and social behaviour in a social system. Tertiary institutions are social system that are characterized by the existence of organizational goal and individual goal, the attempt to balance the organization and individual goals result to the creation of school climate.

School climate according to Hoy and Miskel (2001) is a blend of beliefs, values and attitudes of students' and staff members, administrators and parents, level of independence, styles of leadership and job satisfaction found in a school setting. While to Barnet (2008) school climate entails relationship between the school administrators and their teachers which entails teacher and student's relationship and their understanding of set of goals and their expectations. It portrays the atmosphere of the school which is mainly influenced by the administrator and it dictates how students and academic staff perceived their influence on the school, job, values and attitudes.

School climate can be close or open. An open climate is used to describe the openness and authenticity of interaction that exists among the administrators, teachers, students and parents. It reflects administrators' and teachers' cooperation, supportive and receptive attitudes to each other's ideas and their commitment to work while in a close

school climate it's not only that teachers lack respect for and are suspicious of each other, but even the school authority and the students does. In this situation, teachers are intolerant and divided, thus, there is social tension in the school.

School climate variables in the opinion of the researcher and supported by Hunt and Osborn (2013) that influences academic staff efficacy includes some schools', teachers' and students' characteristics such as peer group and the amount of time spent in the school, motivation knowledge, time in the profession, relation and turnover, sense of professional calling, preschool experience, support from parents and siblings and socio-economic status among others. An academic staff (Aghenta, 2019) is the prime mover of the teaching process.

Academic staff are human resource in tertiary institutions that make school and education objectives a reality. This is because they are employed to guide, teach and motivate students to learn in the school. Academic staff are charged with the responsibility to impart knowledge, skills, character and positive behaviour to students. This important role played by academic staff makes their job performance essential. According to Okeke-James, Igbokwe, Ogbo, Ekweogu and Anyanwu (2020) teacher' interactions, duties and behaviour play some roles in ensuring the achievement of institutional goals. Academic staff work efficacy is their ability to execute their primary assignment which includes grooming students into useful living through teaching, training and behaviour modification.

There are seven tertiary institutions (Adamawa State University, Mubi, Adamawa State Polytechnic, Yola, College of Education, Hong, College of Agriculture, Ganye, School of Health Technology, Mubi, College for Legal Studies, Yola, and College of Nursing and Midwifery, Yola) that are owned and controlled by Adamawa State government and the increase in the number of these institutions have also demanded for more human and physical resources in the educational system (Directorate for planning, Research and Statistics, Yola, 2021) thereby affecting the good climate of the institutions.

Academic staff task is to create congruency between the learners and the content. According to Dunkin (2021) academic staff efficacy is a matter of the degree to which the he/she achieves desired effect upon students. An effective academic staff is a person who can display wealth of knowledge, skills and experiences and can transfer such experiences to the learner with minimum boredom and is able to achieve positive results in social and academic learning. These could be assessed on the appropriateness of the methods used, the number and nature of assignments, tests and examinations, their punctuality, their contribution towards the impact felt within the community and their mastery of subject matter. In view of the aforementioned, it is pertinent to note that the choice to study Adamawa State owned tertiary institutions school climate is derived from the strategic position this category of schools occupies in the State education. Tertiary institutions absorb secondary school products, produce students for next higher level of study and provide labour for middle cadre manpower. It is worth noting that the educational growth and development in Adamawa state requires a new scientific way of solving its educational problems, particularly administrative problems. Recent study on school climate and teachers' job performance by Adeyemi (2018) criticized the conventional approach to the study of school climate, which only relates schools' characteristics to administrators and teachers' behavior dimensions, while neglecting its influence on academic staff efficacy. Therefore, this study intended to fill the gap and to find out the influence of school climate on academic staff efficacy in state owned tertiary institutions in Adamawa State, Nigeria.

### **STATEMENT OF THE PROBLEM**

School climate is characterized by sense of purpose, an atmosphere of order and quiet, and a feeling of pleasure in learning. There are high expectations for students to do well academically, and there is a clearly defined academic mission which administrators, teachers, students and parents understand and support. Goe and Bell (2012) and Medley and Shannon (2019) believed that academic staff work effectiveness in tertiary institutions are characterized and determined by a fine learning atmosphere, proficient teaching abilities, good relationship among students, teachers and students, good personalities, conducive classroom environment, adequate infrastructure and a room for further training. The observed characteristics may depict the climate of the school and academic staff work effectiveness in Adamawa state.

Despite the role academic staff play in achieving both educational goals, the researchers observed that poor work effectiveness exist among lecturers in tertiary institutions owned controlled by Adamawa state government. The researcher argues that the observed poor work effectiveness could be a reflection of the climate that exists in these schools. Thus, the crux of undertaking this study to determine the influence of school climate on academic staff work effectiveness in state owned tertiary institutions in Adamawa State, Nigeria.

The goal the study is to determine and examine the influence of:

- (1) administrators' leadership styles on teachers' effectiveness in state owned tertiary institutions in Adamawa State.
- (2) teacher and teachers' relationships on academic staff efficacy in state owned tertiary institutions in Adamawa State.
- (3) teacher and students' relationships on academic staff efficacy in state owned tertiary institutions in Adamawa State.
- (4) student and students' relationships on academic staff efficacy in state owned tertiary institutions in Adamawa State.
- (5) school climate on academic staff efficacy in state owned tertiary institutions in Adamawa State.

### RESEARCH QUESTIONS

The study is guided by the following research questions:

- (1) How do school administrators' leadership styles influence academic staff efficacy in state owned tertiary institutions in Adamawa State?
- (2) How do teacher – teachers' relationships influence academic staff efficacy in state owned tertiary institutions in Adamawa State?
- (3) How do teacher – students' relationships influence academic staff efficacy in state owned tertiary institutions in Adamawa State?
- (4) How do student – students' relationships influence academic staff efficacy in state owned tertiary institutions in Adamawa State?
- (5) How do school climate influence academic staff efficacy in state owned tertiary institutions in Adamawa State?

### RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance:

**HO<sub>1</sub>:** There is no significant difference in the mean opinions of administrators and academic staff on the influence of administrators' leadership styles on academic staff efficacy in state owned tertiary institutions in Adamawa state.

**HO<sub>2</sub>:** There is no significant difference in the mean opinions of academic staff and students on the influence of teacher – students' relationships on academic staff efficacy in state owned tertiary institutions in Adamawa State.

**HO<sub>3</sub>:** There is no significant difference in the mean opinions of academic staff and students on the influence of school climate variables on academic staff efficacy in state owned tertiary institutions in Adamawa State.

### METHODOLOGY

This study adopted the descriptive survey research design which according to Nwana (2005) and Sambo (2008) involves the use of a sample to gather data from which certain values are calculated to estimate the values in the population. Survey research design involves merely the collection of data to answer specific questions. The target population of this study was 37,478 consisting of 2,230 academic staff and 35,478 students of all the state-owned tertiary institutions in Adamawa State. The study purposefully sampled four schools (ASPY, COE, COA and CLS) out of which 487 consisting of 110 academic staff and 377 students sampled as respondents. Nwana (2005) technique of sampling was adopted. The technique stated that if population of a study is a few hundred a 40% or more sample will do, if many hundreds a 20% sample will do, if a few thousands a 10% sample will do and if several thousand a 5% sample or less will do. The study used "School Climate and Academic staff efficacy Questionnaire (SCTEQ)" structured on five-point Likert scale as instrument for data collection.

The questionnaire was validated by two experts (Educational Management and Test and measurement) both were from the Faculty of Education Adamawa State University, Mubi.

The reliability of the instrument was determined after pilot test on the state-owned tertiary institutions that was not used for the study. The Cronbach alpha was used and a reliability of 0.62 was obtained which was good enough for a survey research. Mean and standard deviation was used to answer the research question and z-test was used to test the null hypotheses at 0.05 level of significance. The cut off point for the mean was 3.50. hence items that weighted 3.50 and above means the respondents agree with the items while any item less than 3.50 indicates that respondents disagree with the item and if the Z score calculated is less than the tabulated value the hypothesis is accepted, while the hypothesis is rejected if the Z score calculated is greater than tabulated value.

**RESULTS**

**Research Question 1:** How do administrators' leadership styles influence academic staff efficacy in state owned tertiary institutions in Adamawa State?

**TABLE 1:** Mean Influence of Administrators' Leadership Style on Academic Staff Efficacy

S/N	Administrators Leadership Style	Academic Staff		Students		G $\bar{X}$	Remarks
		$\bar{X}$	$\delta$	$\bar{X}$	$\delta$	$\bar{X}_1 + \bar{X}_2$	
1	Flexible style of leadership affect teachers' efficacy	3.99	1.05	3.91	1.05	3.95	Agreed
2	Involvement of teachers in decision making	3.86	1.07	3.89	1.00	3.87	Agreed
3	Autocratic leadership affect teachers' efficacy	3.78	1.10	4.01	0.99	3.89	Agreed
4	Making special effort to help teachers	4.10	0.85	3.83	1.06	3.96	Agreed
5	Motivating teachers to perform maximally	3.64	1.16	3.56	1.14	3.60	Agreed
6	Democratic leadership affect teachers' efficacy	3.66	1.25	3.64	1.09	3.65	Agreed
7	Favoring social needs of teachers	3.86	1.13	3.72	1.14	3.79	Agreed
8	Listening and accepting teachers view point	3.62	1.21	3.64	1.15	3.63	Agreed
9	Approachability of administrators to all teachers	3.71	1.27	3.61	1.22	3.66	Agreed
10	Provision of institutional resources	3.89	1.11	3.52	1.32	3.70	Agreed
11	Positive leadership style affect teachers' efficacy	3.24	1.33	3.49	1.19	3.36	Disagreed
12	Administrators are good in paper work	3.74	1.23	3.66	1.15	3.70	Agreed
<b>G<math>\bar{X}</math></b>		<b>3.75</b>	<b>1.14</b>	<b>3.70</b>	<b>1.12</b>	<b>3.72</b>	<b>Agreed</b>

Table 1 shows that administrators' leadership style positively influenced academic staff efficacy with a grand mean of 3.72. This shows that the respondents agree with the items.

**Research Question 2:** How does academic staff-teacher relationship influence teachers' efficacy in state owned tertiary institutions in Adamawa State?

**TABLE 2:** Mean Influence of Academic Staff-Teacher Relationship on Academic Staff Efficacy

S/N	Teacher-teachers Relationship	Academic Staff		Students		G $\bar{X}$	Remarks
		$\bar{X}$	$\delta$	$\bar{X}$	$\delta$	$\bar{X}_1 + \bar{X}_2$	
13	Readiness to assist colleague at anytime	4.23	0.89	4.34	0.84	4.28	Agreed
14	High morale and productivity	3.62	1.28	3.93	0.94	3.77	Agreed
15	Supporting each other	3.97	1.17	4.13	0.90	4.05	Agreed
16	Working as a team	3.70	1.22	4.01	1.98	3.85	Agreed
17	Distraction by colleagues affect teachers' efficacy	3.30	1.36	3.20	1.21	3.25	Disagreed
18	Respect of colleagues individual competence	3.79	1.05	3.94	0.99	3.86	Agreed
19	Cordial friendship with colleagues	3.68	1.19	3.64	1.09	3.66	Agreed
20	Knowing family background of other teachers	3.44	1.28	3.00	1.22	3.22	Disagreed
21	Inviting colleagues at home	2.25	1.26	3.45	1.13	3.35	Disagreed
22	Regular socialization with colleagues	3.68	1.26	3.71	0.98	3.69	Agreed
23	Interrupting other teacher in staff meetings	3.63	1.40	3.30	1.26	3.46	Agreed
24	Helping other staff to development professionally	3.56	1.03	3.63	0.97	3.59	Agreed
<b>G<math>\bar{X}</math></b>		<b>3.57</b>	<b>1.19</b>	<b>3.69</b>	<b>1.04</b>	<b>3.63</b>	<b>Agreed</b>

Table 2 shows that academic Staff - teacher relationships affect academic staff efficacy positively. With a grand mean of 3.63. This shows that the respondents agree with the items.

**Research Question 3:** How do academic Staff-students' relationships influence academic staff efficacy state owned tertiary institutions in Adamawa State?

**TABLE 3:** Mean Influence of Academic Staff-Students' Relationship on Academic Staff Efficacy

S/N	Academic staff-Students Relationship	Academic Staff		Students		G $\bar{X}$	Remarks
		$\bar{X}$	$\delta$	$\bar{X}$	$\delta$	$\bar{X}_1 + \bar{X}_2$	
25	Accomplishing work with pleasure	3.59	1.40	3.91	1.18	3.75	Agreed
26	Giving student's responsibility	3.78	1.17	3.70	1.17	3.74	Agreed
27	Participating in informal relationship	3.82	1.08	3.69	1.14	3.75	Agreed
28	Teachers are proud of their students	3.76	1.27	4.00	1.05	3.88	Agreed
29	Accepting responsibility for students' outcomes	3.49	1.31	3.55	1.23	3.52	Agreed
30	Working collectively with students	3.92	1.24	4.06	1.09	4.99	Agreed
31	Using appropriate methods of teaching	4.10	0.88	4.12	0.99	4.11	Agreed
32	Engaging in outside class activities with student	2.97	1.44	3.17	1.34	3.07	Disagreed
<b>G<math>\bar{X}</math></b>		<b>3.64</b>	<b>1.22</b>	<b>3.77</b>	<b>1.14</b>	<b>3.70</b>	<b>Agreed</b>

Table 3 shows that academic Staff - students' relationships affects academic staff efficacy positively with a grand mean of 3.70. This shows that the respondents agree with the items.

**Research Question 4:** How do student-students' relationships influence on academic staff efficacy in state owned tertiary institutions in Adamawa State?

**TABLE 4:** Mean Influence of Student-Students' Relationship on Academic Staff Efficacy

S/N	Student-Students' Relationship	Academic Staff		Students		G $\bar{X}$	Remarks
		$\bar{X}$	$\delta$	$\bar{X}$	$\delta$	$\bar{X}_1 + \bar{X}_2$	
33	Feeling connected to other students	3.89	1.14	4.04	1.05	3.96	Agreed
34	Distraction by other students	3.48	1.27	3.69	1.20	3.58	Agreed
35	Forming group discussion	4.03	1.18	4.14	0.96	4.08	Agreed
36	Sharing knowledge of a course	4.96	1.09	4.22	0.84	4.59	Agreed
37	Students are proud of their colleagues	3.88	1.22	3.98	1.05	3.93	Agreed
38	Co-operation with other students	3.86	1.18	4.12	0.84	3.99	Agreed
39	Participating in outside class work together	3.42	1.27	3.77	1.02	3.59	Agreed
40	Enjoying learning with other students	3.82	1.15	4.03	0.96	3.92	Agreed
<b>G<math>\bar{X}</math></b>		<b>3.91</b>	<b>1.18</b>	<b>3.99</b>	<b>0.99</b>	<b>3.95</b>	<b>Agreed</b>

Table 4 shows that student - students' relationships affects academic staff efficacy positively. With a grand mean of 3.95. This shows that the respondents agree with the items.

**Research Question 5:** How does school climate influences academic staff efficacy in state owned tertiary institutions in Adamawa State?

**TABLE 5:** Mean Influence of School Climate on Academic Staff Efficacy

S/N	School Climate Variables	Academic Staff		Students		G $\bar{X}$	Remarks
		$\bar{X}$	$\delta$	$\bar{X}$	$\delta$	$\bar{X}_1 + \bar{X}_2$	
41	Setting goals that improve academic staff efficacy	3.59	1.31	3.61	1.13	3.60	Agreed
42	Maintenance of structures	3.51	1.16	3.61	1.13	3.56	Agreed
43	Working relationship with colleagues	3.79	1.25	4.05	0.88	3.93	Agreed
44	Colleagues relationships improve academic staff efficacy	3.82	1.15	3.77	1.19	3.79	Agreed
45	Academic staff-student relationship enhances academic staff efficacy	3.81	1.23	3.84	1.05	3.82	Agreed
46	Academic staff-students relationship improves academic staff efficacy	3.48	1.19	3.79	1.05	3.63	Agreed
47	Student-students relationship enhance academic staff efficacy	3.66	1.16	3.62	1.31	3.64	Agreed
48	Overall school climate enhances academic staff efficacy	3.44	1.30	3.50	1.31	3.49	Agreed
<b>G<math>\bar{X}</math></b>		<b>3.64</b>	<b>1.21</b>	<b>3.72</b>	<b>1.13</b>	<b>3.68</b>	<b>Agreed</b>

Table 5 shows that school climate affects academic staff efficacy positively. With a grand mean of 3.68. This shows that the respondents agree with the items.

#### RESEARCH HYPOTHESES

**Hypotheses 1:** There is no significant difference in the mean opinions of administrators and academic staff on the influence of administrators' leadership styles on academic staff efficacy in state owned tertiary institutions in Adamawa state. Result in Table 6.

**TABLE 6:** Z test analysis of Influence of Leadership Styles on Academic staff Efficacy

Respondents	n	$\bar{X}$	$\delta$	df	z-cal.	z-tab.	Remarks
Administrators	90	3.35	0.29	398	0.51	1.97	Accept H0
Teachers	310	3.34	1.18				

Table 6 shows that there was no significant difference between the mean rating of teachers and students on the influence of administrators' leadership style on academic staff effectiveness with Z calculated 0.51 and Z tabulated value of 1.96. Therefore, the null hypotheses was accepted signifying no significant difference on influence of administrators' leadership styles on academic staff efficacy.

**Hypotheses 2:** There is no significant difference in the mean opinions of academic staff and students on the influence of academic staff – students' relationships on academic staff efficacy in state owned tertiary institutions in Adamawa State. Results in Table 7.

**TABLE 7:** Z test analysis of Influence of Academic Staff-Students' Relationships on Academic staff efficacy

Respondents	n	$\bar{X}$	$\delta$	df	z-cal.	z-tab.	Remarks
Academic staff	90	3.31	0.33	398	3.06	1.96	Accepted
Students	310	3.43	0.27				

Table 7 shows that there was significant difference between the mean rating of academic staff and students on the influence of academic staff-students' relationships on academic staff efficacy with Z calculated 3.06 and Z tabulated value of 1.96. Therefore, the null hypothesis was rejected signifying there was significant difference in the influence of teacher- students' relationships on academic staff efficacy.

**Hypothesis 3:** There is no significant difference in the mean opinions of academic staff and students on the influence of school climate variables on academic staff efficacy in state owned tertiary institutions in Adamawa State. Results in Table 8.

**TABLE 8:** Z test analysis on Influence of School Climate on Academic Staff Efficacy

Respondents	n	$\bar{X}$	$\Delta$	df	z-cal.	z-tab.	Remarks
Academic Staff	90	3.33	0.15	398	0.80	1.96	Accepted
Students	310	3.31	0.36				

Table 8 revealed no significant difference between the mean rating of academic staff and students on the influence of school climate on academic staff efficacy with z-calculated 0.80 and z-tabulated value of 1.96. Therefore, the null hypothesis was accepted.

### DISCUSSION OF THE RESULTS

The findings of the study in Table 1 indicated that the administrators' leadership style influenced school climate positively in Adamawa State owned tertiary institutions. This finding is supported by Bashir (2002) who studied relationship between school climate and students' academic performance in tertiary institutions in Borno State. The finding revealed that there was positive correlation between school climate and students' academic performance. The finding also supported Yusuf (2010) who studied the relationships between school climates, teachers' productivity and students' academic achievement in secondary schools in Ikere local government area of Ekiti State. The finding was also in line with Yong (2007) finding that administrators' leadership style affects not only academic staff efficacy but also instructional effectiveness and students' needs to learn.

The findings in Table 2 showed that teacher-teachers relationship influences school climate positively in Adamawa State tertiary institutions. The finding agreed with Adeogun and Jamming (2011) findings that school climate influences academic staff efficacy and sustainable development. The findings showed that there was significant relationship between school climate, performance and productivity. The finding also agreed with Wynne (1990) and Cohen (2003) study that revealed that when teachers work as a team, they serve their students better. In effect when teachers share ideas and experiences with regard to teaching, learning and discipline, they are likely to be more effective and efficient in the classroom.

The findings in Table 3 also showed that academic staff-students' relationships influence school climate positively in Adamawa state tertiary institutions. The finding goes along with Rimm (2002) and Sackney (2009) findings which maintains that improving academic staff-students' relationships have important, positive and social development work efficacy. However, students who have close positive and supportive relationships with their academic staff will attain higher levels of achievement than those students with more conflictual relationships. If a student feels a personal connection to a teacher, experience frequent communication with a teacher. and receives more guidance and praise than criticism from the teacher, then the student is likely to become more trustful of that teacher show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically.

The findings of the null hypothesis in Table 6 revealed no significant difference in the mean opinions of school administrators and academic staff on the influence administrators' leadership style on academic staff efficacy. This is supported by Dike and Eric (2019) study that stated that the leadership style used by school administrators affect their job performance. Significant difference was found between the mean rating of academic staff and students on the influence of academic staff-student's relationships on academic staff efficacy with Z calculated 3.06 and Z tabulated value of 1.96 in Table 7 as revealed by Dike and Eric (2019) study.

The findings of the null hypothesis in Table 8 revealed no significant difference in the mean opinion of academic staff and students on the influence of school climate variables on academic staff efficacy in Adamawa State tertiary institutions. This finding agrees with that of Okeke-James et al (2020) that revealed that school organizational climate had significant influence on teachers' job performance and this signifies that when school climate is unhealthy, it will not be conducive for efficient job performance of school members.

### CONCLUSION

The findings of the study showed that Administrators' leadership styles as a determinant of school climate had greater influence on academic staff efficacy in Adamawa State tertiary institutions. Teacher- teacher relationships as determinant of school climate had greater influence on academic staff efficacy in Adamawa State tertiary institutions. Also, teacher-student's relationships as a determinant of school climate had influenced academic staff effectiveness in Adamawa State tertiary institutions. However, the student students' relationships as a determinant of school climate had major role in influencing academic staff efficacy in Adamawa State tertiary institutions. Hence, school climate as a whole had influenced Academic staff efficacy in Adamawa State tertiary institutions.

### RECOMMENDATIONS

Base on the findings of the study, the following recommendations and suggestions for further studies were made:

- (1) School administrators should create a balanced school climate that can encourage academic staff innovation, creativity and motivation for effective work performance.
- (2) Tertiary institutions should encourage sustainable positive school climate among teachers and students through organizing workshops and seminars where information's are provided and teachers and students are allowed to express their views for peaceful working atmosphere to exist and enhance productivity in their institutions.
- (3) Educational administrators should encourage good working relationship among teachers through support, respect of colleague's competence, friendliness with students.

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