Influence of Social School Climate and Teachers’ Effectiveness in Senior Secondary Schools in Yobe State, Nigeria

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Abstract: This study investigated the influence of social school climate and teachers’ effectiveness in senior secondary schools in Yobe State, Nigeria. There were three purposes that guided the study. One research question and one null hypothesis was formulated and tested at 0.05 level of significance. The population of the study was 5322 subjects comprising school administrators and classroom teachers of senior secondary schools in Yobe State. The sample size of 359 element comprising 18 school administrators and 341 teachers were selected using Taro Yamane’s method and 18 senior secondary schools were selected through purposive sampling. A structured questionnaire with 20 items was used to gather data. Using five likert format rating scale. The statistical tool used in the analysis of one research question was mean and standard deviation while linear regression analysis was used to test the hypothesis at 0.05 level of significance. Findings from this study showed that social climate is high in senior secondary schools in Yobe State. The result of this study revealed that there is significant moderate relationship between social school climate and teachers’ effectiveness in senior secondary schools in Yobe State, Nigeria. This study recommended that Principals, teachers and students should maintain cordial relationship with teachers. There should also be free flow of communication among members of the staff in all senior secondary schools in Yobe State so that specific objectives and general goal of education could be achieved.

Key words: Social school climate, Teachers and Effectiveness

I. BACKGROUND OF THE STUDY

An education system without a teacher will be crippled and the development of the nation is primarily dependent on the educational system available in the country. In this regard teachers are needed to play a vital role in ensuring students’ academic achievement in school. In the conductive school environment, we have had a sense of how our teachers were performing and their impact on student learning. Federal Republic of Nigeria (FRN, 2009) recognized that the quality of education is guaranteed by teacher effectiveness. The teacher’s task is to teach, educate, provide educational guidance, promote the students for scientific knowledge and conduct regular assessment. It is also of the view that important and diverse nature of the teacher’s effectiveness is the resources and conducive environment provided to facilitate the effective execution of the teacher’s task. Kajo (2011) came up with six criteria of teacher effectiveness summarized thus. Teacher’s personal attributes; he should be regularly, punctual to duty, teaching Principle and skill; he should write clearly, be audible, logical and involve students and use instructional materials and prepare well, mastery of subject matter; explains well, teaches all topics, use more than one book and is confident, knowledge of the learner; seeks to understand students, use increasing activities, gives clear instructions and is available to students, inter-personal relations; Objective in marking, rewards and punishment concerned with student poor performance, sympathetic, approachable and extra - curricular activities: involving students in outside activities eg, games and sports tests regularly, tests only matter taught; fair in grading. All these could only be if principals, teachers and students relate well in the school where the interrelationship between member staff is called social school climate.

Social school climate refers to social interaction in school among member of staff and students inclusive which plays a paramount role in molding the behaviour of members of the school. Social interaction improved their learning by enhancing their knowledge of literacy and teaching and their critical thinking and problem-solving skills. Social climate simply means the interaction among member staff which plays an important role in enhancing teachers’ effectiveness and is one of the vital variable of school climate. Askell, Williams, Murray, Harvey, and Lawson (2007) defined social climate as the interaction of members of school and teachers used collaboration to learn to negotiate effective interactions among themselves, the students, parents, and administrators in school.

Hurst (2013) define social climate as interaction among learners to shoulder the responsibility for learning to be the readers, writers, speakers, listeners, and thinkers in the classroom through active engagement in physical interaction with others. Hurst (2013) elaborated on social climate as teachers like students, can effectively improve their learning skills by frequently discussing the dynamism of their classrooms with peers experiencing the same challenges. Hurst (2013) further indicated that good teachers are highly motivated to improve the content of their curriculum for their students and the quality of their interactions with parents and administrators, this will make them take time to communicate...
with others when they see the value in the communication, they will promptly commit to educational activities they think will help them improve their instruction. According to Obarah (2009) Social climate is the relationship among administrators, teachers and students working together for the same purpose as their skills are well utilized to achieve common educational goals and objectives. Carolyn & Anderson (2013) believed social climate to be a set of generalized emotional perception of members of the school and pupils’ ability to perceive processes which happen at school being a subjective view which involve the existing interaction of the members of the school. Carolyn (2013) stated that social climate is a variable of a school behaviour and motivation of members of the school to influence social environment which include interaction among administrator, teachers and school even community members inclusive. This means a specific and special interaction which is created by administrators, teachers, pupils or groups of pupils of a specific school which leads to achieving educational goal and objectives in school. This by implication allow student to engage in collaborative effort to undertake an educational project for learning.

Pang, Lau, Poh, Cheong and Low (2018) conceived social climate as when group members organized themselves (teacher – teacher relationship, teacher – student’s relationship, or student –student’s relationship) to tackle problems and develop solutions. These processes could be characterized as group attempting the given task with a step-by-step approach. Once an issue was identified and goals were determined, groups would distribute the roles accordingly and brainstorm to get ideas and then argue to decide the best idea for the attainment of educational goal and objectives and teachers will be proud of their effectiveness. Kayode (2009) indicated that a significant social interaction between male and female students with their teachers while in school improve general knowledge of the students where both male and female student learn how to relate together and learn more about social interaction in school. Pang et al (2018) stressed that distinct behavioral patterns found in a group setting eg, Peer group was noted by students of peer behaviors to ascertain credibility through the character and behavior in class. This affected the group’s functioning in accepting or rejecting a member’s contribution where students were seemingly receptive to the distribution of authority and value the importance of working in groups. Pang et al (2018) stated that group’s relationship will be good if they could choose their group members that work and contribute rationally where social interactions within student groups tend to cooperate collaborate and expecting all members to contribute ideas to the group’s identified school goal and objectives.

Loukas (2007) confirmed that social climate to includes quality of interpersonal relationships between and among students, teachers, and staff, equitable and fair treatment of students by teachers and staff, degree of competition and social comparison between students, and degree to which students, teachers, and staff contribute to decision-making at the school. Loukas (2007) stressed that students, student teachers, and permanent academic staff feel about their school underlies individual attitudes, behaviors, and group norms will feel safe, for instance, foster high-quality relationships among students and teachers while decreasing the probability of violence. However, it is important to note that the social climate of a school is not necessarily experienced in the same way by all of its members rather, there is variability in individual perceptions of school’s which influences individual student outcomes. Loukas (2007) believed that if a student feels that a teacher does not care about her, this perception will impact the student’s behavior in the classroom. Moreover, individual characteristics may impact these perceptions so that students who are aggressive may perceive their school climate more negatively than those who are not. Because of the importance of individual perceptions, schools often assess how students feel about themselves and their school.

The social climate in schools is the relationships between teachers and students and among students. The quality, quantity and directions of these relationships further affect students’ self-concept, motivation and academic performance (Allodi, 2010). The social climate refers to the characteristics of the psychosocial environment of educational settings. Interpersonal, student–teacher relationship, peer relationships, teachers’ beliefs and behaviors, teachers’ style, classroom management and group processes are themes that can be considered to be included in the concept of the social climate. Allodi (2010) Believed that all pupils and students take advantages of a positive social climate, pupils and students who are more vulnerable need a good social climate in order to thrive at school. In other words, a social climate of medium quality is possibly acceptable for a large group of students. Social climate can improve the quality of the learning environment and be considered in a special educational intervention that can make the goal and objectives of education ascertainned. Social climate also applies to emotions, feelings and emotions related to social interactions are experiences inscribed in the body to underlie perception of the self (Allodi, 2010).

Ninan (2006) illustrated that cordial relationship by teachers make students learn by example and that the moral fabric of a school is set and nurtured by the teachers in the environment and the children view teachers’ values and (consciously or unconsciously) emulate those behaviors. Tschannen-Moran, Parish, and DiPaola, (2006) stated that the manner in which teachers treat other teachers and also commit teachers to their job become experienced, effective and have positive student academic success Obarah (2009) conceived relationships among teachers as teachers working together for the same purpose as their skills are well utilized to achieve common educational goals and objectives. According to Cohen (2007) when teachers work as a team they serve their students better and teachers share ideas and
experiences with regard to teaching, learning, and discipline, they are likely to be more effective in the classrooms. Dufour (2011) suggested that when teachers work collaboratively, it increases internal motivation, general job satisfaction, work effectively and professional commitment, in this respect; teachers work together to benefit both the teachers and the students. For example, working as a team enables teachers to develop coordinated students’ management strategies to address learning and behaviors problems, as a result, students with learning problems receive necessary assistance and those who are exhibiting discipline problems receive proper guidance with regard to acceptable behavior. It increases teachers’ effectiveness in their job and it boosts the relationship among teachers. Thus, to a reasonable extent, working as a team enhances positive school climate and is assumed that teachers are better able to work together as a group if they share common goals and if the school setting encourages it. Murray (2005) suggested that the ability of new teachers to build quality relationships with other teachers and students in the school setting (specifically administrators and colleagues) is a significant factor that molds their decision on whether or not to remain in the teaching profession where they gain experience to become effective teachers.

Learner-Learner interaction is the exchange of information and ideas that occurs among students about the course in the presence or absence of the instructor. This type of interaction can take the form of group project, group discussion, etc. The Learner-Learner interaction can foster learning through student collaboration and knowledge sharing. It is generally observed that cordial relationship has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, it is believed that students feel more comfortable and relaxed among fellow students. Ogguniyi (2007) found that a significant relationship exist between male and female teacher-student relations, a significant relationship also existed between young and old teacher-student relations. Yabe (2007) stated that a passive social climate within and outside the classroom and those who choose to be laissez-faire are doing nothing more than paying lip-services to the principle impact on the students’ relationship and on academic performance. Kayode (2009) indicated that a significant social interaction between male and female students with their teachers while in school improve general knowledge of the students. Watkins (2011) portrayed that certain personality characteristics engender differences in male and female teachers in their relationship with students. Again a significant difference was also obtained as regards private and public secondary school teacher-student relationships. Kayode (2009) Teacher - Student’s relationship can be expressed friendship, affection, frequency of meeting co-operation and open communication relationship can also generate trust and love among people.

Kayode (2009) suggested that students must be taught to be sensitive to one another needs and to appreciate without stinging the generally wide differences in social background and life experiences among themselves. Kayode (2009) opined that the voice of the student in school affairs is an established fact. All level of the educational system, the learner must be brought in to participate in limited ways in the affairs of the school. Kayode (2009) commented that there are often more trustworthy than individual decisions because the basis of judgment is broad ended. Also as we share in making choices, we learn to accept responsibility in carrying out decision or in changing them if they prove wrong. However, the type of relationship that should exist between teachers and students should be warm and friendly so as to bring about effective transfer of learning among them and consequently students improved academic performance. Kayode (2009) considered the nature of students’ academic task performance and the psychological nature of human system, the student needs to nurture and sustain good rapport with their teachers for effective functioning and high productivity in the academic. The students’ relationships with each others are affected by their self-concept they hold. As a result, if a learner established a good relationship with his instructor,

Mebude (2007) noted that such a relationship may aid his self-perception. In other words, the nature of open and friendly communication existing between students and their teachers are reflections of the sort of self-concept they hold Commenting on the personality of the learner. Kayode (2009) stated that the late maturing boy is not likely to do well in school. This is because his feeling of inadequacy may lead to low self-concept which may adversely affect his academic performances. In this regard, an attitude of student towards a particular subject is said to have effect on his relationship with his teachers and which consequently may affect his performance in the subjects within the school. Umar (2013) stated that through observing and imitating the behavior of others, learners can bypass much wasteful random behavior and come close to reproducing the behaviors of which members are recognized where the child may not be dull, but playful If he is well monitored and he falls into a group of brilliant students who are not playful, he imitates them and it changes his attitude towards learning for better. Kayode (2009) stated that interpersonal relationship between teacher and teacher, teacher and student, student to teachers and principals usually affects the progress of the student and the tone of the school generally in this regard a teachers having qualities which will make them acceptable to the students. He enumerates these qualities as including wholesome personality characteristics, leadership qualities and democratic attitude, expressive qualities of kindness, patience, good humour, consideration and sympathy a sense of justice and fairness in dealing with children sensitivity to the needs of children and their reactions in different situation, professional insight into the growth pattern of children showing understanding and respect, the ability to establish good social relationship with children.

Kayode (2009) observed that classroom relationship is to a large extent determined by the kind of relationship.
operating between the teacher and the students in the classroom. The kind of relationship in the classroom is therefore, in turn determined by the kind of teacher in the classroom. Schneider (2009) maintained that social factors such as student relationship, organizational clubs, and sports activities have been found to have effects on students’ academic performance. Social factors affect academic performance in terms of time demanded, and the psychological state they may cause. Olalekan (2016) stated that the relationship among students is important because it shelters and protects its members and give them psychological substance by meeting emotional needs of affection, understanding and acceptance which invests students with specific status and enhances effective learning. Emmanuel and Ogunsakin (2015) believed that Imitation of behaviour in a group occurs when a student acts in a positive way that is likely to be joined by the rest of the group. It is thought that intelligent student do help their peer bring up their academic performance. Learner-Learner interaction is the exchange of information and ideas that occurs among students about the course in the presence or absence of the instructor. This type of interaction can take the form of group project, group discussion, etc. The Learner-Learner interaction can foster learning through student collaboration and knowledge sharing.

Olalejan (2016) believed that a child who is not brilliant enough may do better if he is accepted by a group that is inclined to study. It has been observed that a child learns more easily within his peer group. Where he is wrong, he prefers to be corrected by a member of his peer group than by the teacher. In support of this view, Olalejan (2016) stressed that the school must therefore use peer group energies to promote rather than impede good learning. It is therefore necessary to let students realize the reason why they have to be careful in choosing their friends so that their attitudes toward learning would be improved as the peer group they belong can have effect on their learning negatively and positively. Peers are so critical to an adolescent's should provide boundaries from which teens form their identity while peers form the cushion of support during the fragile time that identity is being formed. Olalejan (2016) found that peers were involved in the socialization of novice’s considerable sociable interactions and the maintenance of loose, unwritten code of conduct to be followed by those who wished to remain in the group. This is more important to the secondary school level. There are students who found to be dull in their primary school but became brilliant in secondary school because of peer group influence. Olalejan (2016) confirmed that Peer group should therefore be used for effective teaching and learning in schools. In certain areas of problem solving the group may do better than any single member. Even if a single member proposes a solution, it is likely to be discussed in the group supporting this. Olalejan (2016) confirmed that interaction in the group is determined to some extent by the personal characteristics of each group member. The group is influenced only to a degree by its individual members regardless of behaviours exhibited by each individual the group develops behaviour on its own. Olalejan (2016) suggested that more emphasis should be given to the process of inquiry and discovery. In a situation where there is a stubborn student in a group who may impede the group participation or classroom learning, the teacher should endeavor to have private moment with that child.

Halpin (2009) noted that the major duty of the friendly environment in which the degree of teacher interaction with each other and the school authority is conducive for the teachers to put up their best in service and enjoy the performance of their functions, especially when school principals are evolving effective motivational strategies that will not only make the school to be conducive for everyone, but congenial for teachers to be effective, stay and work in relative comfort and security. Goe and Bell (2008) specified teachers’ effectiveness as teachers contribute to positive academic achievement, attitudinal and social outcomes for students, such as regular attendance, on time promotion to the next grade, on time graduation, self-efficiency and comparative behaviour, they also have high expectations for all students and help students learn as measured by alternative measures through use of diverse resources. To plan, structure and engaging learning opportunities, monitor students’ progress, formulation, adopting instructions as needed, and evaluate learning using multiple sources of evidence. By implication social interaction has a significant relationship with teachers’ effectiveness in senior secondary schools.

II. METHODOLOGY

A correlational survey design was adopted for this study. The area of this study was Yobe State. The target population of this study was 3522 subjects comprising 48 principals and 3474 Teachers of senior secondary schools within the three education zones of Yobe State. (Directorate for planning research and statistics, Yobe State Teaching Searvice Board Damaturu,2017). The sample size for this study was 359 subjects and two closed ended questionnaire with a five Likert format response scale were used by the researcher to generate data from the field. The research questions were answered using descriptive statistics (mean and standard deviation). The hypothesis was tested using linear regression at 0.05 level of significance. 

Research question: What is the extent of social interaction in senior secondary schools in Yobe State?

Table 1: Mean and Standard Deviation of opinion of Teachers’ on the extent of Social Interaction in Senior Secondary Schools in Yobe State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
<th>N</th>
<th>Mean</th>
<th>Std. D</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal’s relationship with teachers is cordial</td>
<td>296</td>
<td>3.8615</td>
<td>1.14880</td>
<td>H</td>
</tr>
<tr>
<td>2</td>
<td>security in the school is effective</td>
<td>296</td>
<td>3.4561</td>
<td>1.13709</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>Teacher’s relationship with the students is cordial</td>
<td>296</td>
<td>3.7568</td>
<td>1.13569</td>
<td>H</td>
</tr>
<tr>
<td>4</td>
<td>Teacher-teacher relationship is cordial</td>
<td>296</td>
<td>3.4426</td>
<td>1.20032</td>
<td>M</td>
</tr>
</tbody>
</table>
Teachers’ tolerance for students’ behaviour is stable 296 3.2703 1.36590 M
Students’ team work in the school is effective 296 3.5000 1.19887 H
Student – student relationship is cordial 296 3.4358 1.43418 M
Teachers discipline students properly in the school 296 3.2669 1.36035 M
Teacher’s dispute resolution is effective in the school 296 3.5642 1.45063 H
Teachers work as a team in this school 296 3.6318 1.44605 H
Grand Mean 3.5186 H

Table 3 shows the mean and standard deviation of Teachers’ opinion on the extent of social interaction in senior secondary schools in Yobe state. A grand mean of 3.5186 indicates that the social interaction is high.

Table 2: Mean and Standard Deviation of Principals’ opinion on the extent of Teachers’ Effectiveness in Senior Secondary Schools in Yobe State.

S/N ITEM N Mean Std.Deviation R
1. Cordial relationship with principal promotes teachers’ communication in class 50 4.2000 .04046 HE
2. Secure school facilitates teachers involvement in school extracurricular 50 3.9800 .47337 HE
3. Cordial relationship with student enhances teachers’ classroom management 50 3.9400 .93481 HE
4. Cordial relationship among teachers promotes professionalism 50 4.4600 .50346 HE
5. Tolerance towards students enhances teachers’ class interactions 50 3.8600 .90373 HE
6. Team work by students promotes teachers organize group assignment 50 2.8000 .98974 M
7. Cordial relationship among students facilitates teachers’ variety in lesson presentation 50 4.1200 .32826 HE
8. Disciplining students improves teachers’ leadership in classroom 50 4.6000 .49487 VHE
9. Dispute resolution in school promotes teachers’ personal experiences 50 4.6000 .49487 VHE
10. Team work by teachers improves teachers’ knowledge of the subject matter 50 4.6000 .49487 VHE

H$_{03}$: There is no significant relationship between social climate and teachers’ effectiveness in senior secondary schools in Yobe State

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>4.340</td>
<td>1</td>
<td>4.340</td>
<td>28.551</td>
<td>.000$^*$</td>
</tr>
<tr>
<td>1 Residual</td>
<td>7.753</td>
<td>51</td>
<td>.152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.093</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Teachers’ effectiveness
b. Predictors: (Constant), Social climate

Interpretation of results

Linear regression analysis was conducted to test whether any significant relationship exist between Social climate and teachers’ effectiveness. The results show that Social climate significantly predicted teachers’ effectiveness, F (1, 52) = 28.551, p = 0.000. Therefore, the null hypothesis should be rejected since the p – value (0.000) is less than 0.05 level of significant.

Table 4: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.599$^*$</td>
<td>.359</td>
<td>.346</td>
<td>.38990</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Social climate

The result in Table 4 shows a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the predictor (social climate) explained 35.9% of the variance in effectiveness. Social climate and teachers’ effectiveness were found to have moderate positive relationship which is indicated by r value = 0.599.

III. FINDINGS

1. Social interaction in senior secondary schools in Yobe state is high
2. Teachers’ effectiveness in senior secondary schools in Yobe state is high moderate
3. There is statistically moderate positive relationship between social climate and teachers’ effectiveness in senior secondary schools in Yobe State, Nigeria.

IV. RECOMMENDATIONS

1. Principals should ensure that all administrative activities of their school are properly planned. Principal should also direct teachers to plan and update their daily instructional activities as this may enhance their effectiveness in school.
2. Principals and teachers should maintain cordial relationship with each other and students inclusive. There should free flow of communication among members of the staff in all senior secondary schools in Yobe State so that specific objectives and general goal of education could be achieved.

V. CONCLUSION

Base on the findings of this study there is significant relationship between social interactions and teachers’ effectiveness in senior secondary schools in Yobe State, Nigeria.

REFERENCES


