Organizational Climate and Teachers' Job Satisfaction in Public Primary Schools in Rivers State, Nigeria: The Planning Implications

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Abstract: **This study investigated organizational climate and teachers' job satisfaction in public primary schools in Rivers State, Nigeria. Three research questions and three corresponding hypotheses guided the study. The study adopted correlational research design. The population consisted of 5,657 public primary school teachers. A sample of 560 public primary school teachers was drawn from the population using stratified random sampling technique. Two instruments titled "Organizational Climate Scale" (OCS) and "Teachers' Job Satisfaction Scale" (TJSS) were used for data collection. The validities of the instruments were ensured by experts. The Cronbach Alpha reliability coefficients of (OCS) was 0.75 and TJSS was 0.87. Pearson Product Moment Correlation was used to answer the research questions while probability value of their corresponding hypotheses was subjected to 0.05 Alpha level. It was found that there is significant independent positive relationship between working relationship, leadership style, job location and teachers' job satisfaction in public primary schools respectively. The study concluded that working relationship, leadership style, and job location which are the variables of organizational climate in this study have significant positive relationship with teachers' job satisfaction in primary schools in Rivers State. Recommendations include; teachers should always develop good working relationships with their colleagues and other individuals in the school environment. School heads should be dynamic in their leadership style so as to accommodate everyone and educational planners should assist in mapping areas where schools can be sited as this will encourage teachers to perform their jobs creditably.**

Keywords: **Organizational climate, teacher job satisfaction, primary education, planning implications**

I. INTRODUCTION

It is an established fact that the development of any nation is dependent on the quality of her education system. Education is a Human Right that should be accorded to human beings solely by the reason of being human. According to Achuonye and Ajoku as cited in Achuonye (2008) education functions as an agent for the maintenance of social status in the society through the transmission of modern ideas, modern strategies of doing things, modern attitudes and values and creativity compatible with derived direction of change. It is a process that facilitates learning or the acquisition of knowledge, skills, values, beliefs and habits and usually takes place under the guidance of teachers though sometimes, learners may educate themselves. Formal education is normally divided into three stages- the primary, secondary and tertiary stages. The focus of this study is on primary stage. The National Policy on Education. (FRN, 2014:14) defined primary education as "the education given in institutions for children aged six to eleven years plus".

To uphold the higher stages of the education system, it is imperative to consciously plan for the attainment of the objectives of primary education in terms of inculcating relatively permanent literacy and numeracy including the ability to communicate effectively as well as laying a sound basis for scientific and reflective thinking etcetera. It is important to note that the primary school period is an important period in the life of every human being as it is seen as the "embryo" of the education system hence effective teaching and learning must start at this level. Corroborating this point, Odigie as cited in Mark (2011) pointing out that Bloom's Taxonomy stated that the rate of intellectual development in people occurs in the following sequence: 0-4 years (50%), 4-8 years (30%) and 8-17 years (20%). If Bloom's assertion is true, then invariably, any child who receives a haphazard primary education has lost a huge chunk of intellectual development.

Teachers play central and dynamic roles in the education of children especially, at this critical level hence, they should always act as role models exhibiting commitment to education and lifelong learning. According to Clark and Starr as cited in Awotua- Efebo (2007) teaching is an attempt to help people acquire some skills, attitude, knowledge, ideas or appreciation. This therefore means that, the job of a teacher is to create or influence desirable changes in the behaviour of his or her pupils. According to Awotua- Efebo (2007) teachers are the human points of contact with students. Who the teacher is and what the teacher does mediate all other influences on the quality of education. Teachers have the potentials for enhancing the quality of education by bringing life to curriculum, inspiring and motivating pupils to curiosity and autonomous learning.

Every organization has certain goals, the school as an organization has its own goals. For a school to achieve its goals and objectives, the organizational climate of the school has to come into play. Obasi (2007) defines organizational climate as a general term that refers to the feel, atmosphere,

tone, ideology or milieu of an organization. Okorie(2012) sees it as the internal quality of the organization as seen by its members. It is the tone, the totality of the 'feel' of the organization that is perceived by the members as unique to that organization. Nnabuo, Okorie, Nwedeeduh&Uche (2007) view organizational climate as the perception by members of the organization or school and sometimes the perception of the visitors to the school. It is a set of unique and fairly enduring characteristics of a school which distinguishes it from another school. From the foregoing definitions, organizational climate has to do with how the members of the organization 'feel' about the organization in this case, teachers. Teachers are indeed the key factors in the educational system as their services are indispensable and critical to the nation's future and economic development.

Teaching and learning in schools today seem to be a function of the general atmosphere or unique features of the school. Hence, organizational climate can be looked at as the personality of the organization. It will be agreed that just as no two individuals have the same personalities, the same applies that no two organizations are the same. Organizational climate differs from school to school while teachers in a particular school perform their jobs with a high level of zeal, commitment and enthusiasm, their counterparts in another school may exhibit a laissez- faire attitude towards their jobs. This analogy further buttresses the fact that there are some basic differences in the individual climate which envelopes the two categories of schools in question. These differences will definitely have some side effects either positive or negative on the staff and their input-output ratio in the school, the performance of the pupils and the overall standard of the school. In this study, the climate factors of interest which the researchers intend to investigate are working relationship, leadership style and job location.

Working relationship refers to the interaction patterns and attitudes among the internal functioning members of the school which result in the development of a culture that is peculiar to it. According to Mark (2011), attitude is a complex mental state involving "beliefs, feelings and values and dispositions to act in certain ways" which are for the most part, shaped by prevailing work conditions and organizational goals attainment. Negative attitudes tend to negate ones effort geared towards attainment of goals then it becomes necessary that members of any group develop positive attitudes in relating to one another so as to achieve organizational goals.

Leadership styles according to Okorie (2012), leadership helps others to arrive at a better understanding of themselves, of others, of issues at hand and to use this greater understanding to accomplish whatever goals that brought the group together. Lippit & White studies as cited in Okorie (2012) identifies three leadership styles; authoritarian style (leader determines all policies, dictates all techniques, procedures and activities), democratic style (leader encourages and assists the group to determine all policies thereby achieving joint goal setting) and laissez- faire style

(leader allows complete freedom for group or individual decisions with minimum or complete absence of leader participation). From the definitions of the leadership styles above, one can presume that a democratic leadership style will promote a positive organizational climate.

Job location could be looked at as the geographical area a job is situated. In Rivers state, some areas are accessible by boats, other areas are on the upland; these factors affect the schools located in the areas. Omolayo and Ajila (2012) did a study to investigate leadership style and organizational climate as determinants of job involvement and satisfaction of workers in tertiary institution in Ekiti State, Nigeria. Three hundred employees were drawn from three educational institutions in Ekiti State. The sample comprises of one hundred and fifty males and one hundred and fifty females. Four research instruments were used to obtain data from respondents. The research instruments used are Supervisory Behaviour Description Questionnaire (SBDQ). Job Involvement Scale (JI). Minnesota Satisfaction Questionnaire (MSQ) and Index of Organizational Reaction (IOR). The result showed that leadership styles and organizational climate have significant role on job satisfaction.

Ogon cited in Mark (2011) investigated the relationship between work relationship and job productivity among secondary school teachers in Delta State. The study adopted correlational research design and was guided with four research questions and four hypotheses. A sample of 411 teachers were drawn through stratified random sampling technique. It was found that, there is significant relationship between work relationship and job productivity among teachers.

A study by Omeriji (2011) on relationship between environmental factors and job satisfaction among lecturers in tertiary institutions in Delta State of Nigeria, the study adopted correlational research design and were guided with six research questions and six hypotheses. A sample of 280 lecturers were drawn through simple random sampling technique. It was found that job location has significant high positive relationship with job satisfaction.

Hamili (2007) investigated correlates of job satisfaction among secondary school teachers in Ebonyi State of Nigeria. The study used eight research questions and seven hypotheses. A sample of 612 teachers was drawn through simple random sampling technique. Pearson Product Moment Correlation was used for the data analysis. It was found that there is no significant relationship between relationship with colleagues, leadership style, job location and teachers job satisfaction.

Oladedele (2011) carried out a study on relationship between organizational value, leadership style and job productivity of lecturers in public universities in Osun State of Nigeria. The study adopted correlational research design and was guided with three research questions and three corresponding hypotheses. A sample of 189 lecturers was drawn through stratified random sampling technique. It was found that there

is a significant relationship between organizational value, leadership style and job productivity of teachers.

Satisfaction with one's job is a part of goal- directed behaviour hence one feels fulfilled after experiencing several job activities and rewards. It is in consideration of the fact that teachers have a mandate of realizing the educational goals of the society especially at the primary school level that the researchers sought to find out the extent to which organizational climate contributes to teachers' job satisfaction.

According to Dror (1963) as cited in Adiele, Obasi & Ohia (2017) planning is the process of preparing a set of decisions for action in the future which are directed at achieving goals by optimal means. School mapping and plant planning is an integral part of educational planning. This process requires that a diagnostic inventory and utilization analysis of the school system be made as this will ensure equitable distribution and access of schools. (Adiele, Obasi & Ohia 2017). If planners are called to do their jobs before schools are sited they will advise about areas where schools should be located and avoid areas that will discourage teachers from effectively doing their jobs (swampy areas, market places, inaccessible areas, etc).

II. STATEMENT OF THE PROBLEM

This study was conducted as a result of the researchers' involvement, observations, assessment and interaction with teachers and teaching environment in some of the primary schools in Rivers State.

The attitude of the teachers towards their jobs, their availability and accessibility to the pupils, their interests in doing their job was perceived to be low by the researchers. There were instances of absenteeism, irregular teaching, delay in submission of lesson notes and dairies, marking of pupils' assignments, examinations and submission of results. It was also noticed that some of these attitudes emanated from seeming lapses from the management.

Organizational climate differs from school to school. Some schools have a friendly organizational climate while others do not. The climate of a particular school maybe friendly because there is a good working relationship between staff, a high level of interaction between the head teacher and other staff and the location of the school is relatively accessible. This will definitely affect the overall performance of both teachers and pupils in the school and promote job satisfaction. When teachers are satisfied with their jobs, it will lead to effectiveness in teaching and good performance of pupils in both internal and external examinations. Job satisfaction is a very important variable of productivity. When it is high, morale is high and productivity rises. When it is low, the reverse is the case. Given these situations, the problem of the study therefore is to find out if there is any relationship between organizational climate and teachers' job satisfaction

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between organizational climate and teachers' job satisfaction in public primary schools, in Rivers State. The specific objectives are to:

1. Ascertain the relationship between working relationships and teachers' job satisfaction.
2. Find out the relationship between leadership style and teachers' job satisfaction.
3. Determine the relationship between job location and teachers' job satisfaction.

Research Questions

The following research questions guided the study-

1. What is the relationship between working relationships and teachers' job satisfaction?
2. What is the relationship between leadership style and teachers' job satisfaction?
3. What is the relationship between job location and teachers' job satisfaction?

Hypotheses

The following null hypotheses which were tested at 0.05 level of significance guided the study-

1. There is no significant relationship between working relationships and teachers' job satisfaction.
2. There is no significant relationship between leadership style and teachers' job satisfaction.
3. There is no significant relationship between job location and teachers' job satisfaction.

III. METHODOLOGY

The study adopted correlational research design. The population of this study comprised all the 5,657 teachers in the 947 public primary schools in Rivers State of Nigeria. (Source: Rivers State Ministry of Education 2018/2019 primary School teachers' enrollment figures of public schools in Rivers State). A sample of 560 primary school teachers representing 10% of the population was drawn through proportionate stratified random sampling technique. The researchers used two instruments titled "Organizational Climate Scale" (OCS) and "Teachers' Job Satisfaction Scale" (TJSS) and, structured 38 and 25 item questionnaire, with four point modified Likert rating scale of Strongly Agree = SA, Agree = A, Disagree = D and Strongly Disagree = SD . Three experts in measurement and evaluation determined the face and content validities of the instruments. Cronbach Alpha reliability estimate was used to establish the reliability coefficients of (OCS) to be 0.75 and (TJSS) 0.72 respectively. The researchers personally administered the copies of the instruments to the respondents. Completed copies of the instruments were collected immediately after administration. Pearson moment correlation statistics was used to answer the

research questions while the corresponding hypotheses were tested at 0.05 alpha level of significance.

IV. RESULTS

Research question 1: What is the relationship between working relationships and teachers' job satisfaction?

Table 1: Pearson Product Moment Correlation on the relationship between working relationships and teachers' job satisfaction

Category	N	r	Remarks
Working relationship			
	560	0.765	positive relationship
Teachers' job satisfaction			

In Table 1: the r value of 0.765 depicts a significant positive relationship between working relationships and teachers' job satisfaction in public primary schools in Rivers State 0f Nigeria. By implication, an increase in one variable leads to increase in other variables respectively.

Research question 2: What is the relationship between leadership style and teachers' job satisfaction?

Table 2: Pearson Product Moment Correlation on the relationship between leadership style and teachers' job satisfaction

Category	N	r	Remarks
Leadership style			
	560	0.867	Positive relationship
Teachers' job satisfaction			

Table 2 revealed that the r value is 0.867 which depicts a significant positive relationship between leadership style and teachers' job satisfaction in public primary schools in Rivers State of Nigeria. By implication, an increase in one variable leads to increase in other variables respectively.

Research Question 3: What is the relationship between job location and teachers' job satisfaction?

Table 3: Pearson Product Moment Correlation on the relationship between job location and teachers' job satisfaction

Category	N	r	Remarks
Job location and			
	560	0.864	Positive relationship
Teachers' job satisfaction			

Table 3 revealed that the r value is 0.864 which depicts a significant positive relationship between job location and teachers' job satisfaction. By implication, an increase in one variable leads to increase in other variable respectively.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between working relationships and teachers' job satisfaction.

Table 4: Pearson Product Moment Correlation on the relationship between working relationship and teachers' job satisfaction

Category	N	r	t-ratio	t-crit.	p-value	Alpha level	Remarks
working relationship and							
	560	0.765	19.12	1.96	0.006	0.05	Significant
Teachers' job satisfaction							

Table 4 revealed that the r value is 0.765. The calculated significant probability value of (p-value) 0.006 is less than the alpha value of 0.05; the null hypothesis is therefore rejected.

By implication, there is a significant positive relationship between working relationships and teachers' job satisfaction in public primary schools in Rivers State of Nigeria.

Hypothesis 2: There is no significant relationship between leadership style and teachers' job satisfaction.

Table 5: Pearson Product Moment Correlation on the relationship between leadership style and teachers' job satisfaction

Category	N	R	t-ratio	t-crit.	P-value	Alpha level	Remarks
leadership style and							
	560	0.867	21.68	1.96	0.009	0.05	Significant
Teachers' job satisfaction							

Table 5 revealed that the r value is 0.867. The calculated significant probability value (p-value) of 0.009 is less than the alpha value of 0.05. Therefore, null hypothesis is rejected. This really shows that there is significant positive relationship between leadership style and teachers' job satisfaction in public primary schools in Rivers State

Hypothesis 3: There is no significant relationship between job location and teachers' job satisfaction.

Table 6: Pearson Product Moment Correlation on the relationship between job location and teachers' job satisfaction

Category	N	R	t-ratio	t-crit.	P-value	Alpha level	Remarks
job location and							
	560	0.864	21.6	1.96	0.007	0.05	Significant
teachers' job satisfaction							

Table 6 revealed that the r value is 0.864. The calculated significant probability value (p-value) of 0.007 is less than the alpha value of 0.05, therefore null hypothesis is rejected. By implication, there is a significant positive relationship between job location and teachers' job satisfaction in public primary schools in Rivers State of Nigeria.

V. DISCUSSION OF FINDINGS

The findings of the study indicate that there is a significant positive relationship between working relationships and teachers' job satisfaction. This means that, as the values of working relationships were increasing, the values of teachers' job satisfaction were also increasing. The implication is that, good working relationships with colleagues at work place enhance high productivity and satisfaction at work place. This finding is in agreement with that of Ogan cited in Mark (2011) who also found that there is a significant relationship between work relationships and job productivity among teachers in public secondary schools in Abia State of Nigeria. However, this result is not supported by the findings of Hamili (2007) in his study which showed no significant relationship between working relationships with colleagues and job satisfaction among teachers in public secondary schools in Ebonyi State of Nigeria. The difference between the findings of this present study and that of Hamili (2007) could be due to sample size and area the studies were carried out. While the present study used a sample of 560 and was carried among public primary schools teachers in Rivers State of Nigeria that of Hamili (2007) used a sample of 612 teachers and was carried out among secondary school teachers in Ebonyi State of Nigeria.

The findings of this study show that there is significant positive relationship between leadership style and teachers' job satisfaction in public primary schools in Rivers State. This also means that, as the values of leadership style were increasing, the values of teachers' job satisfaction were also increasing. This implies that, good leadership style such as democratic leadership style has a significant positive effect on the performance of workers in any given institution. Head teachers of schools that practice good leadership style could enhance job productivity and satisfaction of teachers in such schools. This finding is in agreement with that of Omolayo & Ajila (2012) who found that leadership style and organizational climate play significant roles on job satisfaction among workers in tertiary institutions in Ekiti State of Nigeria. This study on the other hand, is not in agreement with that of Oladedele (2011) who found that there is no significant relationship between leadership style and job satisfaction of teachers in public universities in Osun State of Nigeria.. The difference in these findings could be due to different sample sizes used for the studies.

The findings of this study show that there is significant positive relationship between job location and teachers' job satisfaction. This also means that, as the values of job location were increasing the values of teachers' job satisfaction were also increasing. This implies that, teachers whose job is in a good location perform their duties satisfactorily. This result is in agreement with the result of the study by Omeriji (2011) who found a significant relationship between job location and job satisfaction among lecturers in tertiary institutions in Delta State of Nigeria. This study is not in agreement with that of Hamili (2007) who found that, there is no significant relationship between job location and job satisfaction among secondary school teachers in Ebonyi State of Nigeria. The difference in this present study and that of Hamili (2007) could be due to sample size used and areas the studies were carried out. From the findings of this study, one can say that schools where teachers have poor working relationships, head teachers do not have a cordial relationship with their teachers and schools located in areas that are difficult to access will have low teachers job satisfaction which will invariably affect productivity.

Planning Implications

Educational planners' inputs have become imperative as the result of this study shows a positive relationship between job location and teachers job satisfaction. As observed by Liang and Akiba cited in Toropova, Myrberg and Johnson (2020) teachers' contentment with their working environment is often over looked. Yet evidences abound that satisfied teachers give quality instructional support to their students. Also content teachers show a stronger commitment on the job in addition to many other benefits.

One of the functions of school mapping as an essential planning tool is ensure effective locations of schools for easy accessibility by both the pupils and teachers. Also locating public primary schools in less noisy environment away from market places for instance, will help teachers to perform their duties coolly and have job satisfaction if all other factors are readily taken care of.

VI. CONCLUSION

Based on the findings of this study, it was concluded that working relationships, leadership style and job location which are the variables of organizational climate in this study have significant relationship with teachers' job satisfaction in public primary schools in Rivers State.

Efficient school mapping exercise by planners, will to a great extent guarantee appropriate location of schools. This will enhance teachers' job satisfaction.

VII. RECOMMENDATIONS

The following recommendations were made based on the findings and conclusion of the study-

1. Teachers should always develop good working relationships with their colleagues and other individuals in the school environment. This will help to enhance their job performance at all time.
2. School heads and other administrators should always be dynamic in their leadership style so as to accommodate all and sundry in the day to day school functioning.
3. Schools should always be located in places that will encourage teachers to perform their jobs creditably in both urban and rural areas of the state and where possible accommodation should be provided for teachers.

4. Teachers should be motivated through salaries, promotions and other incentives.
5. If more infrastructures and teaching aids are in place, there will be better job satisfaction.
6. Planners must be allowed to first carry out feasibility studies before schools are approved and sited.

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