

## School climate and productivity of teachers in public senior secondary schools, Ogun West Senatorial District, Nigeria

\*Emmanuel Semako Gbesoevi<sup>1</sup>, Fatimat Funmilalo Salami<sup>2</sup>, Paul Akintomiwa Akinlade<sup>1</sup>, Esther Adeola Oluwatunbi<sup>1</sup> and Bolanle Adeyemi Ola<sup>3</sup>

<sup>1</sup>Lagos State University, Nigeria

<sup>2</sup>Lagos State University of Education, Nigeria

<sup>3</sup>Lagos State University College of Medicine, Nigeria

\*Corresponding author: [emmanuel.gbesoevi@lasu.edu.ng](mailto:emmanuel.gbesoevi@lasu.edu.ng)

**To cite this article (APA):** Gbesoevi, E. S., Salami, F. F., Akinlade, P. A., Oluwatunbi, E. A., & Ola, B. A. (2023). School climate and productivity of teachers in public senior secondary schools, Ogun West Senatorial District, Nigeria. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 13(2), 122–130. <https://doi.org/10.37134/jrppte.vol13.2.9.2023>

Received: 15 April 2023; Accepted: 16 October 2023; Published: 30 December 2023

### Abstract

The objective of this study was to explore the potential correlation between school climate and teachers' productivity in public senior secondary schools in Ogun West Senatorial District, Nigeria. The study employed a correlational research design and was guided by four null hypotheses. Data were collected using a self-constructed questionnaire titled "School Climate and Teachers' Productivity in Public Senior Secondary Schools in Ogun West Senatorial District, Nigeria" on a Likert Four Point Scale rating. The questionnaire obtained a reliability coefficient of 0.83. A multi-stage sampling technique was used to select the sample, which consisted of 25 schools. In each of the 25 schools, 20 teachers were selected randomly on an equal gender basis, resulting in a total of 500 teachers and 200 hundred school head to include principal and heads of department, totaling 700 participants through a multistage sampling technique and data were analyzed using Pearson's Product Moment Correlation Coefficient in the Statistical Packages for Social Sciences (SPSS) version 21.0. The findings indicated a significant relationship between interpersonal relationship and teachers' productivity; a significant relationship between school safety and teachers' productivity; a significant relationship between institutional environment and teacher's productivity; and a significant relationship between school management and teachers' productivity. By implication, all aspect of school climate identified in this study plays an integral role in teacher's productivity, hence the needed catalyst for boosting a good atmosphere in school climate becomes the responsibility of all stakeholders in education. It can be concluded that school climate is key to teacher's productivity. More so, it is recommended that every school should create a climate team comprising representatives from all school community groups, supported by strong and clearly defined climate leadership at all levels.

**Keywords:** Institutional environment, interpersonal relationship, school climate, school management factors, school related factor, teachers' productivity

### Introduction

Organizational productivity is the hall mark of every organization which could among all other factors be achieved by hiring human capital. In the context of educational institutions, the effectiveness of a teacher often depends on the school's overall atmosphere or climate. Therefore, it is imperative to establish a conducive environment to achieve the educational system's objectives successfully. Teachers, like any other professional, have personal expectations that need to be met, and the school's atmosphere plays a crucial role in achieving these expectations. The school climate refers to the overall environment where learning and teaching occur, which needs to be comfortable and secure for everyone involved to work effectively. Thus, creating a conducive atmosphere is essential to ensure that teachers can perform efficiently and effectively, ultimately leading to achieving the educational system's goals and objectives.

The notion of "school climate" encompasses a wide array of factors that affect the overall experience of students, teachers, and staff in a school setting. To ensure a conducive learning environment, it is not only

necessary to consider the physical condition and size of the school building, but also the subjective perceptions of interpersonal relationships within the school community. A positive and supportive environment that fosters healthy relationships between teachers, students, and staff can enhance academic performance, promote personal development, and contribute to a sense of belonging and inclusivity. School climate also refers to the working conditions between school leaders and teachers to achieve the goals of the school system. In essence, school climate is the quality and character of the school environment. However, various factors contribute to the attitudes of teachers and students towards their schools, all of which can be considered as part of the school climate. From the author's point of view, school climate is the atmosphere of the school, shaped by the attitudes shared by sub-groups like students, teachers, and other staff, as well as the school population as a whole. It is a multi-dimensional environmental factor that influences students, parents, school personnel, and the community. In fact, it has been referred to as the "heart and soul" of the school, as it is the essence of a school that inspires students, teachers, and administrators to love and look forward to being there each school day.

In the realm of education, school climate has been classified by scholars into various dimensions. One such classification is Halpin and Croft (1963) school climate categorization. According to the authors, there are six different types of school climate, namely: Autonomous, Controlled, Familiar, Paternal, Open, and Close. Meanwhile, the Autonomous climate in schools is characterized by a setting where teachers have complete freedom to conduct their work and fulfill their social needs as they see fit. In such a setting, leadership arises primarily from the group, rather than solely from the principal. The principal models enthusiasm and diligence, which leads to a positive atmosphere for both teachers and students, making them feel happy, safe, valued, and wanted. There are no external threats or influences, and teachers are motivated to work hard and be productive while also being open to learning. The relationships between the principal, teachers, students, and parents are close-knit, which makes this type of school environment effective and efficient. On the other hand, the Controlled climate creates an atmosphere of hard work, but at the cost of social life. The school climate tends to be impersonal, highly task-oriented, and strictly controlled. This results in little to no time for interactions among students or between students and teachers. Moreover, there is often no time for extracurricular activities.

The authors Halpin and Croft (1963) describe familiar climate as one which prioritizes social relationships over task performance. In this type of climate, teachers are not held accountable for their work and may have close relationships with principals. Without proper supervision, this climate can hinder the effectiveness of the school. The paternal climate is described as the climate in which the principal discourages teachers from taking on leadership roles and makes all decisions alone. The focus is on production, and the principal assumes a position of all-knowing authority. This climate can stifle creativity and collaboration among teachers. Meanwhile, the open climate, tends to foster a democratic environment where teachers are involved in decision-making and treated as respected colleagues by the principal. The principal is accessible and shows concern for the well-being of the teachers, providing encouragement and motivation. This type of climate can promote a positive and productive working environment. Lastly, the close climate is one where communication between the principal, teachers, and students is limited. The principal directs all activities, and teachers are not committed to their duties. This climate can lead to low productivity and lack of engagement among teachers.

Similarly, Chirkina and Khavenson (2018) identified four crucial aspects of school climate, namely safety (both physical and emotional), teaching and learning, relationships, and physical environment. This is achieved by ensuring well-managed classrooms and common areas, fostering high expectations regarding individual responsibility and safety, and consistently providing fair treatment and support from teachers. In essence, a positive school climate encompasses various factors, including the norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school. By creating such an environment, schools can enhance student engagement, motivation, and academic achievement while also reducing disciplinary problems and negative behaviors. A sustainable, positive school climate is known to boost teachers' productivity and students' academic and social-emotional development.

According to Manla (2021) the school climate plays a crucial role in determining the success of teaching and learning situations. The productivity of teachers and the overall atmosphere of the school are closely intertwined, and a positive school climate can significantly impact academic outcomes. School climate is a unique combination of characteristics that distinguishes one school from another. For example, one school may foster positive collaboration between the head-teacher and teachers, while another may experience discontent among staff. Additionally, some schools may exhibit well-organized and competent teachers, while others may struggle with tensions and lack of control. In the same vein, school climate is closely related to school connectedness. A positive and welcoming school climate can promote connectedness among teachers and students, which is crucial for achieving academic success and overall well-being within the school system. However, without a positive school climate, teachers may struggle with productivity, and students may not achieve their full potential. Negative connectedness can also have a significant impact on the overall functioning of the school. Therefore, it is important for schools to prioritize and actively cultivate a positive school climate in order to support successful teaching and learning experiences.

The efficiency and productivity of teachers play a crucial role in the success of any educational institution. Productivity can be defined as the ratio of output produced by an institution to the resources utilized in the process. In the case of teachers, their productivity is measured by the output they produce, including the quality and quantity of students they educate, both teaching and non-teaching staff. Also, the level of productivity exhibited by teachers is a significant indicator of a country's educational advancement. The effectiveness and efficiency of an educational system to attain its objectives is largely dependent on the teachers as they are the backbone of the system. Measuring teachers' productivity is essential in assessing the educational system's overall efficiency in transforming limited resources into effective teaching and learning outcomes. Meanwhile, in the school system, productivity is measured in terms of teachers' performance, and positive school climate is associated with higher academic performance, teacher effectiveness, and better mental health. Improving school climate can also be utilized as a proactive measure to reduce disruptive behavior, enhance attendance, and boost students', teachers', and parents' satisfaction with the school. According to Spencer et al. (1998), the informal styles of managers, as well as other environmental factors, can significantly impact the attitudes, values, motivation, and beliefs of individuals working within an institution. The overall personality of an institution, including workplace atmosphere, is shaped by a complex blend of norms, policies, expectations, and procedures that affect both individual and group behavior. Within the context of a school, teachers are vital members who play a crucial role in educating students. However, if the school climate is unfavorable, such as an unsafe physical environment or an autocratic leadership style from the principal, it can negatively impact teacher performance and student learning outcomes. Therefore, effective management of the school climate is essential.

According to various empirical studies, the school climate can significantly impact a school's success and has a strong correlation with teacher productivity and academic achievement. For instance, Konold et al. (2018) found that a positive and authoritative school climate can enhance teachers' productivity and improve overall academic outcomes. The school climate encompasses various factors such as safety, discipline, teaching and learning support, social and personal relationships, and school connectedness. School climate plays a vital role in the success of teachers and schools, as recognized by Manla (2021) who highlighted its significance as a predictor of multiple student outcomes. Researchers have also discovered that a positive school climate can yield several benefits to the school system, including better academic performance, student-teacher relationships, safety, and physical environment. This is achieved through the provision of opportunities for students to participate in school activities and decision-making, as well as shared positive norms, goals, and values. According to Payne (2018), schools that have such positive climates are able to meet the needs of both teachers and students, thereby fostering a sense of attachment and commitment to the school's mission and goals. Additionally, positive school climates can lead to greater internalization of school norms and rules by both students and teachers. Similarly, Ebrahimi and Mohamadkhani (2014) conducted a study that examined the importance of organizational climate on teacher involvement in schools. Their findings suggest that teachers require a conducive organizational climate in order to be motivated to complete tasks, which ultimately enhances productivity. In summary, creating positive and supportive environments in both schools and workplaces is crucial for enhancing productivity, fostering commitment, and promoting success.

Reports have revealed the worrisome state of school climate in Nigerian secondary schools, which is negatively impacting teachers' productivity and student performance. Numerous factors can influence teachers' productivity, including teacher-student relationships, classroom management, school safety, instructional space planning, and the organizational structure of a school. Gbesoevi et al. (2023), averred that, the quality of teaching received by student which is an indices of teachers productivity may be caused by some institutional factors like the standard of the facilities, the quality of the lecturers' pedagogical abilities, the climate and environment of the university and the likes. The poor productivity of teachers can lead to inadequate student achievement. The substandard quality of teaching and learning in Nigerian secondary schools has been a major concern for educators and citizens alike. Many schools suffer from dilapidated buildings, outdated equipment and facilities, teacher absenteeism and irregularity, insufficient exercises for students, and tardiness or absence from class. What is responsible for this dismal state of affairs in our secondary schools? It is believed that principals' negative attitudes towards school improvement and teachers are influencing the achievement of school goals.

In Nigeria, most public secondary schools are currently facing numerous security challenges, which make them unsafe for teaching and learning. These schools lack adequate security measures to prevent the invasion of kidnappers and bandits, which has become a major issue in recent times. Apart from security, other evident issues include the hostile relationship among teachers, poorly maintained buildings and infrastructure, and an unfriendly school environment. Additionally, some principals exhibit a devastating attitude towards their teachers. They issue orders arbitrarily, use abusive language, and often take sides when conflicts arise among teachers or students. These actions can negatively affect the productivity of teachers, which can lead to demoralization. As a result, the expected outcome of teachers' productivity, which is better students' achievement, is not easily attained in the school system. These inadequacies can hinder teaching and learning goals, making the teaching and learning environment unproductive, and guaranteeing neither good teacher job productivity nor student academic performance. Against this backdrop, this study aims to explore the connection between school

climate and teacher productivity in public senior secondary schools in the Ogun West Senatorial District, Nigeria considering the under listed objectives and hypotheses.

1. Determine the productivity level of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria related to their interpersonal relationships, respect for diversity, school participation, and social support for teachers and student's school participation, and social support for teachers and students.
2. Find out the state of teacher's productivity in public senior secondary school in Ogun West Senatorial District Nigeria in relation to safety factors such as a sense of social-emotional security, physical safety, and adherence to rules and norms.
3. Examine if the institutional environment, encompassing physical infrastructure and school connectedness, is not significantly associated with teachers' productivity in public senior secondary schools in Ogun West Senatorial District Nigeria.
4. Find out school management factors, such as leadership and professional relationships, do not have a significant impact on the productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria.

## **Methodology**

This study employed a correlational research design with a focus on investigating the relationship between school climate and teachers' productivity. The population for this study was drawn from the 85 public senior secondary schools in Ogun West Senatorial District, Nigeria. To obtain a representative sample, a multi-stage sampling technique was utilized, which included simple, stratified, purposive, and convenience sampling. In the first stage, five schools were randomly selected from each of the five local governments in the Senatorial District, making a total of 25 sample schools. To advance to the subsequent phase, an equivalent representation of ten males and ten female educators were selected from each participating institution, totaling twenty educators per school. The selection process employed a stratified random sampling approach to ensure unbiased gender distribution within the sample. This resulted in a total of 500 teachers being selected as participants. Furthermore, to assess teachers' productivity in the various schools, one principal, two vice-principals, and five heads of departments were selected purposively and conveniently from each sampled school. This resulted in a total of 25 principals, 50 vice principals, and 125 heads of departments being selected as additional participants. In total, 700 respondents were selected as the sample for this study. Data for this study were collected using a questionnaire titled "School Climate and Teachers' Productivity in Public Senior Secondary Schools, Ogun West Senatorial District Nigeria," which was divided into two sections. Section A gathered data on the personal information of respondents, while Section B contained 25 question items aimed at collecting data on the variables in the stated hypotheses.

The study employed a response mode type consisting of a four-point Likert-scale, with scores assigned to each response option, is suggested. The scale will utilize the following response options: Very True (VT), True (T), Untrue (U), and Very Untrue (VU). Each option will be assigned a corresponding score of 4, 3, 2, and 1 respectively. This rating scale will enable respondents to provide nuanced feedback and ratings, while allowing researchers to easily quantify and analyze the data collected. Face and content validity were established for the instruments used, while test-re-test reliability was evaluated using Pearson's Product Moment Correlation, resulting in a coefficient of 0.83. The questionnaire was distributed to 700 respondents, out of which 679 (97%) were retrieved and used for data analysis to test the stated hypotheses. The statistical analysis tool used was Pearson's Product Moment Correlation Coefficient, with a significance level of 0.05, and the analysis was carried out using the Statistical Packages for Social Sciences (SPSS) Version 21.0.

## **Findings and discussions**

### ***Objective and hypothesis one***

The productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria is not significantly related to their interpersonal relationships, including respect for diversity, school participation, and social support for teachers and students.

**Table 1**

*Correlation between Interpersonal Relationship and Productivity of Teachers Schools in Ogun West Senatorial District of Ogun State, Nigeria.*

		Interpersonal relationship	Productivity of teachers in public senior secondary
Interpersonal relationship	Pearson correlation	1	.863**
	Sig. (2-tailed)		.005
	<i>N</i>	679	679
Productivity of teachers in public senior secondary schools	Pearson correlation	.863**	1
	Sig. (2-tailed)	.005	
	<i>N</i>	679	679

Note. \*\* Correlation is significant at the 0.01 level (2-tailed)

According to the results presented in Table 1, a significant correlation was observed between interpersonal relationships (such as respect for diversity, school participation, and social support for teachers and students) and productivity of teachers in senior colleges in the Ogun West Senatorial District of Nigeria ( $r = .863$ ,  $N = 679$ ;  $p = .005$ ). As a result, the hypothesis stating that there is no significant relationship between these variables was rejected. Therefore, it can be concluded that there is indeed a significant association between interpersonal relationships and productivity of teachers in public senior secondary schools in this region of Nigeria.

**Objectives and hypothesis two**

There is no significant correlation between school safety factors, such as a sense of social-emotional security, physical safety, and adherence to rules and norms, and productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria.

**Table 2**

*Correlation between School Safety and Productivity of Teachers in Public Senior Secondary Schools in Ogun West Senatorial District Nigeria*

		School safety	Productivity of teachers in public senior secondary
School safety	Pearson correlation	1	.851**
	Sig. (2-tailed)		.005
	<i>N</i>	679	679
Productivity of teachers in public senior secondary	Pearson correlation	.851**	1
	Sig. (2-tailed)	.005	
	<i>N</i>	679	679

Note. \*\* Correlation is significant at the 0.01 level (2-tailed)

According to the findings presented in Table 2, there is a clear and meaningful association between school safety, which includes factors such as a sense of social-emotional security, physical safety, and adherence to rules and norms, and productivity of teachers in senior colleges in Ogun West Senatorial District of Nigeria. ( $r = .851$ ,  $N = 679$ ;  $p = .005$ ). By analyzing the data, a correlation coefficient,  $r$  of .851 was obtained, indicating a strong positive relationship between school safety and teachers' productivity. The sample size,  $N$  used in the study was 679, and the probability value,  $p$  was found to be .005. Based on these results, the hypothesis that there is no significant relationship between school safety and productivity of teachers in this context was rejected, and it was concluded that school safety is significantly related to teachers' productivity.

**Objectives and hypothesis three**

School management factors, such as leadership and professional relationships, do not have a significant impact on the productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria.

**Table 3**

*Correlation between institutional environment and productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria*

		Institutional environment	Teachers' productivity in public senior secondary schools
Institutional environment	Pearson correlation	1	.919**
	Sig. (2-tailed)		.005
	<i>N</i>	679	679
Teachers' productivity in public senior secondary schools	Pearson correlation	.919**	1
	Sig. (2-tailed)	.005	
	<i>N</i>	679	679

Note. \*\* Correlation is significant at the 0.01 level (2-tailed)

Based on the results presented in Table 3, a significant correlation was found between the institutional environment, which includes both the physical setting and school connectedness, and the productivity of teachers in public senior secondary schools located in the Ogun West Senatorial District of Nigeria. Specifically, the statistical analysis showed a strong positive correlation ( $r = .919$ ) with a  $p$ -value of .005 and a sample size of 679 participants ( $N = 679$ ). These findings clearly indicate that the hypothesis suggesting that there is no significant correlation between the institutional environment and productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria is not supported by the data. In conclusion, it can be inferred that there is a significant association between the institutional environment and the productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria.

#### **Objectives and hypothesis four**

There is no significant relationship between school management (leadership and professional relationship) and productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria

**Table 4**

*Correlation on school management and productivity of teachers in public senior secondary schools in Ogun West Senatorial District Nigeria*

		School management	Teachers' productivity in public senior secondary school
School management	Pearson correlation	1	.877**
	Sig. (2-tailed)		.005
	<i>N</i>	679	679
Teachers' productivity in public senior secondary school	Pearson correlation	.877**	1
	Sig. (2-tailed)	.005	
	<i>N</i>	679	679

Note. \*\* Correlation is significant at the 0.01 level (2-tailed)

Based on the findings presented in Table 4, it can be inferred that a significant correlation exists between school management (leadership and professional relationship) and productivity of teachers in public senior secondary schools located in the Ogun West Senatorial District of Nigeria ( $r = .877$ ;  $N = 679$ ;  $p = .005$ ). The correlation coefficient value,  $r$  was determined to be .877, with a sample size,  $N$  of 679 and a  $p$ -value of .005. As a result, the research hypothesis, which stated that there was no significant relationship between school management (leadership and professional relationship) and productivity of teachers in public senior secondary schools in the Ogun West Senatorial District of Nigeria, was rejected. Therefore, it can be concluded that there is indeed a significant correlation between school management (leadership and professional relationship) and productivity of teachers in senior colleges in the Ogun West Senatorial District of Nigeria.

The summary of the results show that; significant correlation between interpersonal relationships, including respect for diversity, school participation, social support for teachers and students, and the productivity of teachers in public; correlation between school safety, which includes aspects such as social-emotional security, physical safety, rules, and norms, and the productivity of teachers; a significant relationship between the institutional environment, which includes physical environment and school connectedness, and productivity of teachers' and a significant relationship between school management, including leadership and professional relationships, and the productivity of teachers in senior colleges in the Ogun West Senatorial District of Nigeria.

The study's first hypothesis discovered a significant correlation between interpersonal relationships, including respect for diversity, school participation, social support for teachers and students, and the productivity of teachers in public senior secondary schools in Ogun West Senatorial District, Nigeria. This finding is consistent with the research conducted by Fosen (2016), who found that teachers' relationships with other members of the school community, including students, have a positive impact on both students and teachers' productivity. Positive interpersonal relationships between teachers and students create a supportive environment that promotes job satisfaction and productivity. The study is connected to the finding of Somprach et al. (2017) and Allen et al. (2015), who discovered a strong but not statistically significant, positive linear relationship between the principal's transformational leadership behaviors and learning communities and a similar relationship between student interactions and idealized influence in the climate of the school. Berman-Young (2014) similarly found that students' interactions and engagement with teachers and their support systems can enhance their learning experience and promote teachers' productivity. This study's results also align with the findings of Fredricks et al. (2004), which demonstrated that good relationships between teachers and students foster high performance levels. Moreover, Fan and Wolters (2012) proposed that both students' and teachers' perceptions of their interpersonal relationships are essential factors that motivate them to perform better.

The results of the second hypothesis in this study indicate a significant correlation between school safety, which includes aspects such as social-emotional security, physical safety, rules, and norms, and the productivity of teachers in senior colleges in the Ogun West Senatorial District of Nigeria. This finding is consistent with the argument put forth by Krstić (2015) that consistent emotional support for teachers in a safe environment can enhance their self-reliance and benefit the students as well. This, in turn, leads to improved teaching and learning outcomes as both teachers and students feel more confident in their abilities with the guidance and help of a trusted adult. It is worth noting that Krstić (2015) also concluded that when teachers feel safe and comfortable in their work environment, they are more likely to explore and take risks, ultimately resulting in increased productivity. The finding is also connected to the finding of Simbre et al (2023) stating that there must be sensitivity to the predicament in terms of comprehensive safeties and overall wellbeing of the teachers in the schools and not just assigning roles and responsibility of the Furthermore, this finding is in line with the findings of another recent study conducted by Gbesoevi et al (2022), which highlights the significant influence of school safety and social environment on effective management of secondary schools and ultimately the productivity of teachers. From the human safety aspect in the school, understanding people's emotional responses to the pandemic is crucial for meeting their needs

The results of hypothesis three indicate a significant relationship between the institutional environment, which includes physical environment and school connectedness, and productivity of teachers' senior colleges in Ogun West Senatorial District, Nigeria. This finding is consistent with previous research by Ryan and Patrick (2001), who suggest that teachers who feel a sense of belonging and support from their colleagues and students are more likely to be productive. This findings aligned with that of Simbre and Ancho (2019) showing that the retention of teachers, student and staff engagement are a place of connectedness, bringing about meaningful relationships are all enhanced by fostering a positive school atmosphere and teacher productivity. Furthermore, Fosen (2016) argues that the human need for social connection can often boost productivity. These findings are also in line with the research conducted by Edo and Nwosu (2018), which suggests that a conducive physical environment, characterized by adequate lighting, moderate temperature, and spacious classrooms and offices, can create opportunities for special learning activities and reduce distractions. In summary, the productivity of teachers in Ogun West Senatorial District's senior colleges is strongly linked to the working physical environment.

The fourth hypothesis of the study indicated a significant relationship between school management, including leadership and professional relationships, and the productivity of teachers in senior colleges in the Ogun West Senatorial District of Nigeria. This finding is consistent with previous research by Kelley et al. (2005), who demonstrated that the style of leadership adopted by school leaders can affect the organizational climate, which, in turn, impacts teacher effectiveness. Similarly, Ndaipa (2016) argued that the leadership style adopted can influence teacher productivity. The results are also in line with Omolayo and Ajila (2012) findings that leadership styles, as a component of the organizational climate, have a significant effect on the job productivity of teachers. The findings of the study is comparable to the findings of Simbre et al (2023) that there is a strong positive relationship between transnational leadership style and improved relationship on teachers productivity in school climate. Furthermore. Therefore, to promote positive outcomes for schools, it is essential to intentionally initiate, activate, and cultivate these relationships to increase the effectiveness of teachers.

## Conclusion

Based on the results of the study, it was concluded that various components and dimensions of school climate, such as interpersonal relationships, school safety, institutional environment, and school management, significantly contribute to the productivity of teachers in public senior secondary schools located in Ogun West Senatorial District, Nigeria. The study highlights that school climate plays a crucial role in enhancing teachers' productivity, and therefore, there is a pressing need to devise effective plans to improve it. Meanwhile, creating a school climate that is transparent, fosters connectedness, is safe, and has positive institutional factors, can provide teachers with a comfortable work environment that boosts their productivity. Additionally, when leaders are considerate and attentive to the needs of their subordinates, it can motivate teachers and make them feel supported, particularly during challenging times. In summary, enhancing school climate should be a top priority in public senior secondary schools, as it can significantly contribute to productivity of teachers and, consequently, to the success of the students they teach.

## Recommendations

Since it has been established that school climates have implications on the teachers' productivity, it is recommended that, it is essential for school management to foster positive interpersonal relationships that embrace diversity, encourage school participation, and provide social support to both teachers and students. This will ultimately enhance productivity of teachers and overall school performance. To create a safe and secure learning environment, schools should consider deploying paramilitary officers such as civil defense officers to deter social vices within and around the school premises. Additionally, implementing threat prevention strategies, such as crime prevention through environmental design, can help ensure a safer school environment.

Also, adequate provision of physical facilities is crucial to creating an optimal learning environment. This includes proper lighting, a comfortable atmosphere that promotes relaxation and concentration, and spacious offices and classrooms that facilitate special learning activities and reduce the risk of distraction.

Finally, to ensure a positive school climate, every school should establish a climate team consisting of representatives from all school community groups, including students, teachers, administrators, and additional staff. This team should be supported by strong leadership at all levels and seek guidance from researchers and experts in academia and other institutions. Participation in professional development opportunities will also help teachers learn about school climate research and best practices, ultimately enhancing their productivity. In conclusion, the study also recommends that further study should be carried out on school climate and lecture productivity at tertiary education level in Nigeria and other part of the world.

## References

- Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, 10(2), 1-22. <https://www.icpel.org/ijelp.html>
- Berman-Young, S. B. (2014). Teacher-student relationship: Examining student perceptions of teacher support and positive student outcomes [Doctoral dissertation, University of Minnesota]. University of Minnesota Digital Conservancy. <https://hdl.handle.net/11299/165192>
- Chirkina, T. A., & Khavenson, T. E. (2018). School climate: A history of the concept and approaches to defining and measuring it on PISA questionnaires. *Russian Education and Society*, 60(2), 133-160. <https://doi.org/gpjczm>
- Ebrahimi, M., & Mohamadkhani, K. (2014). The relationship between organizational climate and job involvement among teachers of high schools in Delijan City (Iran). *International Journal of Management and Business Research*, 4(1), 6-72. [https://ijmbr.srbiau.ac.ir/article\\_2261.html](https://ijmbr.srbiau.ac.ir/article_2261.html)
- Edo, B. L., & Nwosu, I. C. (2018). Working environment and teachers' productivity in secondary schools in Port-Harcourt Metropolis. *International Journal of Innovative Psychology and Social Development*, 6(4), 34-49. <https://seahipaj.org/journals/education-social-sciences-and-arts/ijipsd/vol-6-issue-4/>
- Fan, W., & Wolters, C. A. (2012). School motivation and high school dropout: The mediating role of educational expectation. *British Journal of Educational Psychology*, 84(1), 22-39. <https://doi.org/k5h2>
- Fosen, D. M. (2016). Developing good teacher-student relationships: A multiple-case study of six teachers' relational strategies and perceptions of closeness to students [Doctoral dissertation, University College London]. UCL Discovery. <https://discovery.ucl.ac.uk/id/eprint/1474062>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109. <https://doi.org/btdz6>



- Gbesoevi, E. S., Jinadu G., Koshoedo, S. N., & Gbenu, J. P. (2023). Educational planners' comparative analysis of quality teaching in universities in Lagos State, Nigeria. *Journal of Education and Humanities Research*, 15(1), 1-10. <http://journal.uob.edu.pk/journal/index.php/jehr/article/view/417>
- Gbesoevi, E. S., Ola, B. A., & Oladipo, S. A. (2022). Safety and security planning and effective management of public secondary schools in Lagos State, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 7(1), 106-118. <https://ajemates.org/index.php/ajemates/article/view/156>
- Halpin, A. W., & Croft, D. B. (1963). *The organizational climate of schools*. Midwest Administration Center, University of Chicago.
- Kelley, R. C., Bill, T., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126(1), 17-25.
- Konold, T., Cornell, D., Jia, Y., & Malone, M. (2018). School climate, student engagement, and academic achievement: A latent variable, multilevel multi-informant examination. *AERA Open*, 4(4). <https://doi.org/ghctm5>
- Krstić, K. (2015). Attachment in the student-teacher relationship as a factor of school achievement. *Teaching Innovations*, 28(3), 167-188. <https://doi.org/k5h7>
- Manla, V. H. (2021). School climate: It impact on teachers' commitment and school performance. *Journal of World Englishes and Educational Practices*, 3(2), 21-35. <https://doi.org/k5jb>
- Ndaipa, C. J. (2016). Leadership styles adopted by headteachers and the influence on staff performance in Primary Schools of Chimoio Cluster in Mozambique. In W. Wu, S. Alan, & M. T. Hebecci (Eds.), *Research Highlights in Education and Science 2016* (pp. 89-97). The International Society for Research in Education and Science. <https://rb.gy/4ybp19>
- Omolayo, B. O., & Ajila, C. K. (2012). Leadership styles and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions. *Business and Management Research*, 1(3), 28-36. <https://doi.org/k5h8>
- Payne, A. A. (2018). Creating and sustaining a positive and communal school climate: Contemporary research, present obstacles, and future directions. U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. <https://www.ojp.gov/pdffiles1/nij/250209.pdf>
- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437-460. <https://doi.org/ddt2rf>
- Simbre, A. P., & Ancho, I. V. (2019). Examining school climate and teachers' organizational commitment. *Saan Sunandha Academic and Research Review*, 13(2), 1-14. <https://so05.tci-thaijo.org/index.php/ssajournal/article/view/256635>
- Simbre, A. P., Buenaventura, M. L. D., Aquino, J. M., de Vera, J. L., & de Vera, M. G. D. (2023). The effect of school heads' leadership style on learners' perception of school climate. *Jurnal Aplikasi Manajemen*, 21(1), 1-13. <https://doi.org/k5h9>
- Somprach, K., Tang, K. N., & Popoonsak, P. (2017). The relationship between school leadership and professional learning communities in Thai basic education schools. *Education Research for Policy and Practice*, 16, 157-175. <https://doi.org/gg39z6>
- Spencer, L. M., Pelote, V., & Seymour, P. (1998). A causal model and research paradigm for physicians as leaders of change. *New Medicine*, 2, 1-6.