Investigation of School Climate and Teachers Effectiveness in Secondary Schools: the case of East Wollega Zone, Oromia, Ethiopia

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Abstract: *The main purpose of this study was to investigate the relationship between School Climate and Teachers Effectiveness in Secondary Schools. The study employed correlation study design. Data was collected through questionnaire interview and observation checklist from the study area. Respondents were selected using systematic random sampling technique and a total of 155(N=155) teacher respondents were participated as the sources of data. Also, ten school principals and supervisors were purposively selected and participated in the study. The data collected were organized, analyzed, tabulated and interpreted using simple percentage, mean, standard deviation and Pearson correlation. Major findings of the study are: majority of respondents reported poor establishment of collaborative leadership environment in secondary schools (mean=2.87). The level of teachers engaged behavior is reported as unsatisfactory (mean=1.96, SD=1.29), a good number of teachers were not feeling comfort to the existing school physical environment (mean=2.80, SD=1.05).Teachers consider preparing lesson plan as a very important responsibility (mean=3.43, SD=1.01). But they did not refer to their lesson plans while they were teaching. Also, teachers perform multi-dimensional functions in organizing and executing Co-curricular activities (mean=4.15, SD=0.84). Teachers have good subject matter knowledge and apply this effectively in the classroom. Moreover, correlation analysis indicates a significant positive interaction between school climate and teachers effectiveness dimensions. It is recommended that regional education bureau should provide opportunities for school leaders to attend workshops or courses that can increase their leadership practices so that school excellence and the education vision can be achieved, school administration should create an environment conducive for collaborative leadership at school level. Also the schools should note that the school physical environment regarding cleanliness, order of facilities, adequate space, teaching materials and technological equipments should be improved to promote learning.*

I. Introduction

School climate can be defined as the underground stream of norms, values, beliefs, traditions, and formalities that have built up over time as people work together, solve problems and confront challenges. This set of informal expectations and values shape how people think, feel and act schools. A healthy school climate can be described as one with a strong academic emphasis and a principal who has influence with superiors and is willing to use it on behalf of teachers, conductively to promote development of teachers' beliefs that they can influence student learning[15, 23]. School climate is a determinant factor in the lives of educators; specifically of teachers' effectiveness that teach, learn, and grow professionally in schools. It can be a positive factor in the lives of educators or a significant roadblock to learning. Dedicated administrators who are working toward improved school climate are making conscious efforts to enhance and enrich the culture and conditions in the schools so that teachers can teach better and students can learn more[15, 16].

The study of behaviors within organizational setting has highlighted critical variables that are supportive or detrimental to the presentation of workforce. This notion holds true while focusing on quality of human resources that is major factor which contribute significantly to the organizational success[4]. Thus, teacher's contribution in the human capital development and technological advancement greatly depends on their effectiveness and willingness for taking initiatives. Teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effects of differences in class size and class heterogeneity[4, 11]. Education is essentially an adaptive social phenomenon which is the most important and key social service and the main sources of personal and social progress. There is growing appreciation that school climate quality and the character of school life fosters children's development, learning and achievement[4, 16, 18].

The National School Climate Council (2007) stresses that a sustainable, positive school climate is one that promotes early stages development and learning necessary for a productive, contributing and satisfying life in a democratic society. Such a school climate includes norms, values and feeling socially, emotionally and physically safe; engagement and respect; students teamwork and shared school vision; educators who model and

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encourage an attitude that emphasizes the benefits and satisfaction that can be gained from learning; and members of the school community who contribute to the operations of the school and the care of its physical environment. The term teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficacy in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback etc.[18, 22]. The teacher effectiveness is made up of two familiar words teacher and effectiveness. Teacher is a person who teaches i.e. impart knowledge or skills to the learner. Effectiveness is the quality of being successful in producing an intended result.

Development of nation is primarily dependent on the education system available in the country. Education is nowhere without teacher's playing a pivotal role in ensuring achievement in an educational institution. Teacher's job performance plays a crucial role in student's learning process. It is known to be related to teacher's effectiveness [19]. Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning [14, 19, 25]. To realize such a system, the school should be seen as a healthy place of learning, where dreams and ambitions of students and parents are the central focus, teachers are motivated to give their best, where all are respected and feel connected with school.

According to Rosenholtz (1989) one factor that might influence teacher's effectiveness is organizational climate. Researchers on school climate, Freiberg and Stein (1999) and Hoy and Miskel (2001) noted that a positive school climate affects the overall effectiveness of the school. Thus, it implies that there is a link between positive climate in the school and teachers effectiveness. A study conducted by Freiberg (1999) revealed that the dimensions of organizational climate: production emphasis, thrust, consideration, disengagement, esprit, intimacy, and hindrance were found significant correlated with teachers' effectiveness. At present, teachers are overburdened with clerical work besides their core business and this has discouraged them. If the school climate is transparent and positive, teachers will feel comfortable doing their jobs with their colleagues; and if they have leaders who are considerate and give attention to the needs of the subordinates, teachers will be motivated because they know that they are fully supported especially when they are going through rough patches.

Therefore, school climate and teachers' effectiveness is a study that should be attempted to further understand their relationship. In Ethiopia, even though little is known about the link between organizational climate and teachers' effectiveness in the past, organizational climate has received less attention by education sectors. As far as the researchers' knowledge, the issue under study has been constrained by the shortage of studies particularly in the study area. With many experiences in educating secondary school, the researcher has become gradually more interested and aware of the way in which school climate influences teachers' effectiveness, in their work. Having taught in different grades and having the opportunity to explore the work of teachers and the impact they have within schools regarding various school attributes towards their commitment, the researcher strongly believes that school climate has a major effect on teachers' effectiveness. Hence, it is crucial to study the relationship between organizational climate and teacher's effectiveness.

Research Objectives
The study was intended to achieve the following specific objectives:
i)   To assess the school climate dimensions that are practiced in general secondary schools of the study area.
ii)   To investigate the status of teachers effectiveness in delivering teaching learning activities with the existing school climate practices of study area
iii)   To examine the relationship that exist between secondary school climate dimensions and teachers' effectiveness in general secondary schools.
iv)

II. Methods

2.1 Study Area
The study was conducted in East Wollega zone, Oromia National Regional State which is found in the western part of Ethiopia. It is located at about 328 kms from Addis Ababa the capital city of the country.

2.2 Research Design
Correlation research design was employed to explore the relationship between school climate and teachers' effectiveness in secondary schools. Gay, et.al (2009) explained that correlational research enables the researcher to describe the relationship between variables and to determine the level or degree of association. Further, as Gay, et.al (2009), stated "Correlational research is treated as a type of descriptive research, primarily because it describes an existing condition." So, the study is a descriptive research that intended to describe existing phenomena of school climate and teacher's effectiveness. Moreover, to conduct this research, more quantitative

and few qualitative research approaches was employed. This is because employing the mixed approach helps to substantiate the weakness of one instrument with the other instrument[10, 13].

2.3 Source of Data
Both primary and secondary data sources were used. The primary data sources were obtained from teachers, school supervisors and principals. The decision to use these groups of respondents as a source of primary data was the expectation that they have a better understanding and information about the actual facts of school climate and teachers' effectiveness in public secondary schools. Data was collected 5 days/week over two shifts and the time of the data collection lasted for three months from January to March 2019.

2.4 Sample Size and Sampling Technique
Administratively, East Wollega zone has17 districts. Among these, for manageability reason, five districts were selected randomly to give them equal chance of selection. These districts are *Gida Ayana, Sire, Efa, Sasiga and Guto gida*. Schools that have greater than or equal to 30 teachers were selected. As Gay etal, (2009) stated "the sample for a correlational study is selected by using an acceptable sampling method, and a minimally acceptable sample size is generally 30 participants. Thus, five general secondary schools (30%) were included in the study and these schools were chosen by using simple random sampling technique. Because each school has the equal chance to be included in the study.

To select equal number of sample respondents from selected schools, proportional sampling technique was used. The total number of the whole five school teachers were 242 (school *A*=74, school, *B*= 63, school *C*=43, school D=31, school E=31). All teachers available were included from school '*D' and 'E'* based on availability sampling. To select 31 teachers, each from the remaining three secondary schools, systematic random sampling method was used. Applying systematic random sampling technique is appropriate as it gives equal chance of selection to teachers. Accordingly, the total sample size obtained was 155 and these teachers expected to fill the questionnaire. For qualitative data, the researcher was employed purposive sampling technique to select five principals and five school supervisors. School principals and school supervisors were assumed to have adequate information on the issue under investigation. Supporting this idea Abiyi et al., (2009) suggested that the purposive sampling technique is typically used when focusing on a limited number of informants and who selected strategically have in depth information to give optimal insight into an issue.

2.5 Instruments
The close ended questionnaire was prepared in English language, because all of the sample teachers could have the necessary skills to read and understand the concepts that are in the questionnaire. The questionnaire consists of three parts: the first part of questionnaire is used to obtain relevant information about respondents; the second part is designed to secure information about major school climate; the third part was constructed to obtain information on teachers' effectiveness. Organizational climate is measured by the Organizational Climate Index (OCI). The OCI is a short organizational climate descriptive measure for schools. The index has four dimensions: principal collaborative leadership, teacher professionalism, achievement press for students to perform academically (students academic interaction), and quality of physical environment. The measure is a combination of the Organizational Health Inventory (OHI) and Organizational Climate Description Questionnaire (OCDQ). Thus, the questionnaire was a revised and adopted from of the earlier work of Hoy & Sabo, 1998; Hoy & Miskel, 2001). Moreover, interview was used to collect more opinion that is supplementary to substantiate and triangulate questionnaire response.

2.6 Validity and Reliability Checks
Whether the research approach is qualitative or quantitative, the issue of validity (the extent to which the instrument measures what it is intended to measure) and reliability (the extent to which similar results obtained if the study is repeated with the same procedure and methods) are always sensitive[1, 9]. To this end, the reliability of the instrument was maintained through conducting a pilot test on an organization before it was used for the actual data collection purpose. The English version questionnaires was checked and corrected by English subject specialist teachers from university and 15 teachers were participated for the pilot study. Based on the result addition, omission and modification of questions was made. Accordingly, the result of Cronbach's coefficient alpha of 0.793 was obtained indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (cited by Cohen & Marion, (1995), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent.

2.7 Method of Data Analysis

The data was analyzed both quantitatively and qualitatively based on the responses collected through questionnaires and interview. The quantitative data collected through close-ended items were tallied and filled into SPSS version 20 and interpretation were made with help of percentage, mean, standard deviation, one way ANOVA test and Pearson product-moment correlation.

2.8 Ethical Consideration

A written approval to conduct the study was obtained from Wollega University. Another ethical approval was obtained from East Wollega zone education office, where data was collected, and a verbal consent was obtained from the participants. Research aim and approach to completing the instruments were clearly explained for all participants. Anonymity and voluntary participation in the study was assured to all participants without coercion or pressure. Confidentiality was declared to all participants and the researcher confirmed that information will be used for the research purpose only.

III. Result and Discussion

3.1 School Climate

Out of the total 155 participants, the majority of respondents 53.54% were found to be males. The female respondents were relatively very low in number constituting out of 46.45%. Thus, this study is chiefly dominated by male views. Regarding the age structure, 18.06% of teacher respondents fell between 20-29 age categories. Concerning years of work experience, the majority of respondents 45.16% of teachers had 15 to 19 years of work experience and 31.62% of respondents have 10-14 service years. The rest 11.62% of teachers had 1 to 9 years and 11.61% had 20 and above years of work experience. Such a relatively longer year of work experience in the system might help teachers to posses' adequate experience and better understanding about the various issues in secondary schools climate. Additionally, 65.16% of the respondents in the secondary schools were first degree holders. Respondents having second degree are accounted for 29.67%. Hence, the heterogeneity of respondents might help the study to accommodate different opinions from the different groups of educational level.

Table 1 portrays teacher respondents' response regarding collaborative leadership practice of their principals. Accordingly, respondents have showed their moderate agreement towards the items describing collaborative leadership activities. Thus, the collaborative leadership practice in school which focuses on members of a learning community work together to increase student learning and achievement was reported as rare practice in different secondary schools of (mean=2.87).

Table 1: Respondents Response on Collaborative Leadership (N=155)

No	Collaborative Leadership (School Administration) items		Schools (					Total	
			S_1	S_2	S_3	S_4	S_5	M	SD
1	Principal explores all sides of topics & admits other opinions	M	3.84	3.81	3.87	3.90	4.26	3.9	0.84
		SD	0.96	0.75	1.02	.74	0.63		
2	The principal treats all staff members equally	M	4.06	3.68	4.06	3.90	4.32	4.01	0.73
		SD	0.72	0.79	0.72	.59	0.65		
3	The principal is friendly and approachable	M	4.10	3.84	3.81	3.94	4.23	3.98	0.92
		SD	0.97	0.89	1.04	.77	0.88		
4	The principal responds to pressure from parents	M	3.97	3.77	3.74	4.10	4.35	3.99	.88
		SD	0.91	0.95	1.12	.30	0.79		
5	The principal lets teachers know what is expected of them	M	1.94	2.48	2.48	2.61	2.23	2.35	1.12
		SD	0.85	1.03	1.18	1.43	0.95		
6	The principal maintains standards of performance	M	2.26	2.32	2.23	2.29	1.81	2.18	1.03
		SD	0.99	1.16	0.95	.86	0.98		
7	The principal is willing to make changes	M	1.81	2.39	2.52	2.55	1.81	2.21	1.19
		SD	0.91	1.20	1.28	1.26	1.10		
8	The principal is a team player in curriculum implementation	M	1.68	1.45	2.42	2.00	2.55	2.02	1.15
		SD	0.54	0.81	1.25	1.03	1.52		
			Average perception of teachers					2.87	1.04

Source**:** Researcher Survey data; Key: **S_n**= Schools

To check whether there was statistically significant difference between the five schools in practicing collaborative leadership, comparison of mean was undertaken using one way *ANOVA* and *post Hoc* analysis at 95% confidence interval. The null hypothesis tested says, there is no mean difference between the practices of collaborative leadership among the schools under examination. Alternative hypothesis claims that there is at

least one school which differs from the other. The result of SPSS showed that, *F-value*, =1.12, *P* =0.19 at df=4. This indicates the absence of statistical significant difference among schools.

Analysis of interview data from school leaders provides additional evidence on survey data. Accordingly, one of 43 years old school principal said that:

Effective teacher collaboration can only occur in a climate where leaders themselves are supportive to open discussion. To me school leaders may not adequately focus on the participation of teachers in different issues of school administration. Regarding teachers also, the practice of having an environment to share their knowledge and ideas, discuss instructional problems and support each other's growth is not as such strong as expected.

Thus, poor establishment of collaborative leadership environment may hinder teachers in order to best reflect their potential and work for common vision. Because, collaborative leadership creates a school community focused on a shared vision in addressing and meeting those concerns. Thus, collaborative leadership is an effective leadership tool to enact change and ensure that all stakeholders have a common mission. Collaborative principal leadership behavior reflects a basic concern for teachers. The principal listens and is open to teachers' suggestions. Praise is given genuinely and frequently, and criticism is handled constructively. Supportive principals respect the professional competence of their staff and exhibit both a professional and a personal interest in each teacher.

Similar to this research finding, Black (2010) asserted that most school principals failed to recognize the perceptions of their stakeholders and then use those perceptions to create a collaborative environment that focused on change. Because, understanding the perceptions of the stakeholders are an integral part of creating a positive climate within any organization. Collaboration only works if the stakeholders are positive, focused, and invested in their school. It is the responsibility of the school leader to create a positive organizational climate through effective leadership[2, 3]. Also, creating a collaborative working condition in which teachers learn from each other and improve their instruction can be one way for principals to promote teachers effectiveness [20]. This, however, requires a leadership vision that values teachers' efforts of working together. Beyond recognizing teachers' efforts, principals should also allocate sufficient amount of time, space, and resources that teachers need in order to engage in productive collaborative activities. There is also need for motivational reinforcement from school principals to achieve meaningful and successful collaboration among teachers [21].

Table 2 showed teachers engaged behavior. Respondents perceived the level of teachers engaged behavior is low (mean=1.96, SD=1.29). Teachers' engagement in the task at hand and cooperation with each other were reported as low practice. Statistically, one way ANOVA test shows there is significant difference among five schools regarding teachers engaged behavior (*F-value* =4.49, *P* =0.049 at df=4).

Table 2: Respondents Response on Teachers engaged behavior (N=155)

No	Teachers engaged behavior		Schools					M	SD
			S_1	S_2	S_3	S_4	S_5		
1	Teachers help and support each other	M	1.61	1.48	2.48	2.16	2.61	2.07	1.14
		SD	.66	.81	1.20	1.06	1.40		
2	Teachers respect their professional competence	M	1.68	1.45	2.45	2.13	2.48	2.04	1.15
		SD	0.70	.92	1.28	1.11	1.28		
3	Teachers feel pressure from the community	M	1.65	1.42	2.42	2.16	2.26	1.98	1.13
		SD	0.66	.67	1.28	1.29	1.29		
4	Teachers believe students have the ability to achieve	M	2.45	1.35	2.55	2.10	2.32	2.15	1.87
		SD	3.51	.66	1.28	1.16	1.16		
5	Teachers accomplish their jobs with enthusiasm	M	1.23	1.35	2.16	2.10	2.23	1.81	1.19
		SD	.42	.48	1.61	1.27	1.30		
7	Teachers provide strong social support	M	1.42	1.39	2.19	2.10	2.32	1.88	1.15
		SD	.62	.66	1.53	1.10	1.24		
8	colleagues provide feedback about teaching	M	1.48	1.16	2.06	1.94	2.32	1.79	1.06
		SD	.57	.37	1.43	.92	1.24		

Source: Researcher Survey data, 2019; Key: S_n= Schools.

Teachers' high engagement in the task at hand and cooperation with each other were reported as low practice. So that, teachers might not work as a team and are less committed to their work, because the way teachers perceive their work, relationship with principals and other teachers determine the school climate. Thus, this inferred that teachers have low expectations for their students, may not take responsibility for student learning, poorly monitor student progress and provide students with feedback. Moreover, less engaged teachers may not be concerned about quality of education and implement best teaching practices. To this end Schaufeli et al. (2002), found that engaged teachers are concerned about the quality of education they deliver and that concern is observable in their classroom practices. Engaged teachers search for new ideas, modify instruction to meet the instructional needs of their students.

Basikin, (2007) found that teacher's who fall under this category enjoy less their work and dislike initiatives or idea from principals and other teachers for the betterment of the school. Basikin, (2007) also stated that increased levels of teacher engagement had a positive effect on student engagement and academic achievement. Rosenholtz (1989) provides convincing evidence that school climate makes a difference in improving educators' learning opportunities, job satisfaction and performance. She found that the quality of work relationships (a degree of openness, trust, communication and support) shared by educators, had a lot to do with the school's ability to improve.

Table 3 illustrates respondents' response regarding students' academic interaction to describe school climate. Thus, respondents were showed their moderate agreement towards all items describing academic interaction of students in the school (mean=3.01, 0.93). The level of school climate is reported as medium to be taken as supportive in facilitating the students' academic interaction. One way ANOVA test with post Hoc shows the difference is insignificant among schools in academic interaction of learners at (F=1.44, df=4, sig=0.25). If the school climate is positive and supportive, and this, in turn, facilitates the student to identify with the school as a salient group, then the student is more likely to reflect and embed the school values and norms, focusing on learning and achievement, with their behavior.

Table 3: Respondents Response on Students Academic Interaction (N=155)

No	Students Academic Interaction		Schools					M	SD
			S_1	S_2	S_3	S_4	S_5		
1	school sets standards for students academic	M	1.45	1.71	2.48	2.29	2.29	2.05	1.12
		SD	.72	.46	1.38	1.34	1.10		
2	Students respect each other's and school community	M	2.45	2.90	2.90	3.35	3.45	3.01	.88
		SD	.62	.70	1.43	1.25	1.15		
3	Students seek extra work so they can get good grades	M	1.61	1.90	2.23	2.39	2.48	2.12	1.11
		SD	.80	.39	1.30	1.28	1.28		
4	Students try hard to improve on previous work	M	1.77	1.77	2.27	2.42	2.26	2.10	.98
		SD	.76	.425	1.11	1.25	1.03		
5	Academic achievement is recognized & acknowledged by the school	M	1.77	1.81	2.06	2.13	2.29	2.01	.91
		SD	.88	.40	1.03	1.05	1.01		
6	Students can achieve the goals that have been set	M	3.81	4.00	3.87	3.81	4.13	3.92	.79
		SD	.98	.44	.80	.79	.85		
7	Students' participation motivates teachers to teach	M	3.71	4.06	3.97	4.00	4.39	4.03	.76
		SD	1.11	.25	.75	.68	.66		
8	Positive students' feedback is developed to teaching activities	M	3.74	3.90	3.68	3.94	4.29	3.91	.90
		SD	1.15	.74	.90	.92	.64		
						Average perception of teachers		2.99	0.93

Source: Researcher Survey data, 2019; **Key: S_n=** Schools

Table 4 illustrated respondents' response regarding the quality of physical environment of schools under study. Thus, a good number of teachers were not feeling comfort to the existing school physical environment (mean=2.80, SD=1.05). Supportive educational physical environment like water supply, toilet, library, laboratory, class room layout, pedagogical and creative centers were found very less accessible for students. The one way ANOVA and post Hoc analysis indicates there was statistically significant difference among schools regarding existing quality of physical environment (F-value, =3.91, P =0.03 and df=4). A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. The Physical environment of school needs to be safe, suitable and provides a rich and diverse range of experiences for promoting children's learning and development[24]. Appropriate designing and locating the premises for the operation of a service is necessary.

Table 4: Respondents Response on Quality of physical Environment (N=155)

Nº	Quality of physical Environment		Schools					M	SD
			S_1	S_2	S_3	S_4	S_5		
1	The school has clean, initiating and comfortable working area	M	3.77	4.26	3.81	4.13	3.93	3.95	0.90
		SD	.92	.77	873	.84	.78		
2	school creates a suitable staffroom for teachers	M	4.03	4.13	3.65	4.00	4.03	3.92	1.02
		SD	1.11	.84	1.14	1.09	.75		
3	The school has refreshment materials for teachers	M	3.74	3.94	3.65	2.03	3.96	3.88	1.05
		SD	1.18	.85	1.18	.75	.89		

									M	SD
4	There are sufficient services for teaching (library, computers, laboratory)	M	3.61	2.03	2.40	1.77	3.93		2.34	1.05
		SD	1.17	.75	1.17	.88	1.01			
5	There are adequate instructional materials (e.g., books, texts, guides)	M	1.84	1.77	2.26	1.65	4.01		2.06	1.09
		SD	0.37	.88	1.22	1.01	1.04			
6	People in the school feel safe both physically & emotionally	M	1.68	1.65	2.42	1.45	3.89		2.09	1.17
		SD	0.59	1.01	1.18	.72	1.02			
7	School has clearly defined rules & regulations	M	1.52	1.45	2.42	1.39	3.94		2.01	1.09
		SD	.62	.72	1.25	.49	.834			
	Average perception of teachers								2.80	1.05

Source: Researcher Survey data, 2019; **Key: S$_n$=** Schools.

3.2 Teachers Effectiveness

Table 5 depicted respondents' response on lesson plan preparation practice of teachers. The table reflected teachers consider preparing lesson plan as a very important responsibility. They successfully carry out lesson planning as a professional activity (mean=3.43, SD=1.01). But they did not refer to their lesson plans while they were teaching. Also, lesson plan for the use of instructional aides and considering the learning needs in the lesson plan were reported as infrequent practice of teachers in the study area. Also, the ANOVA test there was no statistically significant difference among five schools regarding the practice of teachers lesson plan preparation (F-value, =0.36, P =0.35 and df=4).

Callahan and Clark (1988) perceived effective teachers as the ones who plan their teaching. They associated panning with familiarizing oneself with textbooks, resource materials and innovations in one's field. In the process of planning the teacher gets the chance to make a good glance at the textbooks and other resource materials in order to present a fruitful lesson. Clark and Starr (1986) said that, a lesson plan is the heart of effective teaching in which the teacher indicates the objective of the lesson, the materials to be taught and the effective methods to be applied in order to achieve the objectives.

Table 5: Respondents Response on Lesson Plan Preparations (N=155)

No	Lesson Plan Preparations		Schools					M	SD
			1	2	3	4	5		
1	I prepare lesson plan for every lesson I teach	M	3.95	3.81	3.97	3.20	3.57	3.70	1.04
		SD	0.97	0.68	0.84	1.14	1.06		
2	The structure of lessons is logically well-constructed	M	4.14	3.95	3.50	4.30	3.85	3.95	0.95
		SD	0.85	0.97	0.85	0.82	0.83		
3	I always come to class with my lesson plan	M	1.61	1.90	2.23	2.39	2.48	2.12	1.11
		SD	.80	.39	1.30	1.28	1.28		
4	lesson plan is prepared by considering student needs	M	3.40	3.67	4.02	3.52	3.99	3.72	1.11
		SD	1.43	1.25	0.92	1.14	0.74		
5	Plan is made for the use of instructional aides	M	3.96	3.61	2.03	2.40	3.20	3.04	0.99
		SD	0.71	1.17	.75	1.17	1.14		
6	Teaching-learning plan is completed within given time	M	3.78	4.43	3.81	3.96	4.30	4.05	0.81
		SD	1.05	0.79	0.68	0.71	0.98		
	Average perception of teachers							3.43	1.01

Source**:** Survey data; **Key: S$_n$=** Schools, *M*=mean, *SD*=standard deviation

As far as the information obtained through observation is concerned all the teachers who were observed prepared lesson plans, but they did not refer to their lesson plans while they were teaching. One of the observed teachers kept his lesson plan in his locker, whereas the rest brought into the classes. The ones who brought the lesson plans into their classrooms put them in their text books. Since it is usual that the teacher should show his/her lesson plan to the observers, these teachers gave the observers their plans which stayed with these observers up to the end of the period. No teacher asked the observers to give him back while he was teaching. Generally speaking, lesson plans are prepared for reference. But the teacher may study by heart what has been written down on the lesson plan. The point is,' was it necessary for all the teachers observed to refer to their notes in their lesson plans while teaching? The answer to this question is partly 'yes'. Because there were some teachers who missed some points in their presentation. There was also one teacher who presented what hadn't been planned. When asked, this teacher replied that he did this since he did not cover the previous lesson. If he had not covered the previous lesson he shouldn't have planned a new topic for the whole period.

The teachers were correct when they did not use their lesson plans. All the lesson plans did not have the power to guide the teacher; they seemed to be meant to abide by the regularities of the school, not to inform and

guide the teacher. In this case, reference made to the lesson plans might not give satisfactory information. This might be a good reason why teachers did not make use of their lesson plans.

In Table 6, most of the teacher respondents confirmed, the inadequacy of continuous assessment practice with a mean score of 2.07. The results of one way ANOVA test shows there is no statistically significant difference among five schools response (F-value=1.28, df=4, sig.=0.38).

Table 6: Respondents Response on Effective Student Assessment (N=155)

No	Effective Student Assessment		Schools					M	SD
			1	2	3	4	5		
1	Written continuous assessment is conducted timely	M	2.43	1.45	2.45	2.13	2.48	2.18	1.22
		SD	1.13	.92	1.28	1.11	1.28		
2	Every student assessment is marked and recorded	M	1.87	1.42	2.42	2.16	2.26	2.02	1.04
		SD	1.24	.67	1.28	1.29	1.29		
3	Students assessment progress is reported to concerned body	M	2.40	1.35	2.55	2.10	2.32	2.06	1.18
		SD	.97	.66	1.28	1.16	1.16		
4	Students learning achievement or progress is checked	M	2.57	1.35	2.16	2.10	2.23	2.08	1.12
		SD	1.09	.48	1.61	1.27	1.30		
5	Adequate feedback is given for every student assessment	M	1.87	1.42	2.19	1.81	2.16	1.89	1.10
		SD	1.10	.56	1.55	.98	1.00		
6	Students are encouraged to ask questions	M	2.40	1.42	1.97	2.13	2.16	2.01	1.19
		SD	.62	.67	1.32	1.05	1.09		
						Average perception of teachers		2.04	1.14

Beside this the researchers observed teachers' portfolio or commonly called "mark list. It shows students the results of "assignment work, class participation, mid exam, and final exam" and the teachers call it continuous assessment. However, this is a collection of students' marks and it does not demonstrate the continuous progress of students, it is not used for possible intervention, remedial action or followed through to maximize students' learning. Teachers check student work and record their assessment but infrequently give constructive feedback to improve student learning. Feedback not designed and intended to close the instructional gap does not meet the formative assessment definition of feedback. To establish a firm foundation for improved student outcomes, teachers must integrate their knowledge about the curriculum, and about how to teach it effectively and how to assess whether students have learned it. Teachers need knowledge and skills in assessment to maintain a student focus: the ability to identify exactly what students know and can do is a prerequisite for teaching that is responsive to each student's needs. Therefore, the researcher recommended that providing continuous short term on job training is vital to develop the capacity of teachers about effective assessment. Regarding the absence of feedback, a school principal with 15 years work experience (interview participant 'D') were tried to reason out for not using feedback as follows:

There is lack of time and students are not highly interested, especially when students are told their weakness they feel ashamed. But the teaching learning process always needs feedback to bring a change in the students' performance.

Concerning this, Brooks (2002) shows opposite idea to this finding, because it is stated that students learn more in classes where assessment is an integral part of instruction and which provides feedback about learning progress. The aim of continuous assessment is to provide feedback. In the light of this, Brooks (2002) also put the same idea that was shown in the literature i.e. giving and receiving feedback are the central skills of continuous assessment and the purpose of feedback is to help students improve their learning. It should also be specific, accurate, timely, and clear, focused up on the attainable and expressed in a way which will encourage students to think and changes their mind. But, the finding shows most of the feedback not given timely. In general, the way that the feedback was given to students is not similar and not continuous. This makes the teachers not to get the real students performances; and students are not able to improve their performance since they don't get timely feedback.

Even though marking is one of the purpose of continuous assessment, it has other purpose, such as using continuous assessment results for diagnosing the areas in which students have difficulty, teachers to monitor the impact of their lesson on students understanding did not get attention and teachers use it to modify their pedagogical strategies seemed to forgotten. In line with this, in USAID (2003) it is stated that continuous assessment is much more than examination of students' achievement and the purpose of continuous assessment is beyond recording the result, and it includes feedback, guidance modifying the teaching-learning activities. The purpose of continuous assessment is not only recording but also helping particularly those students who performed below average using different means such as remedial teaching or reassessing, giving tutorial, etc.

In table 7 illustrates teachers' involvement in co curricular activities in schools. Majority of teachers responded positively as active participant in co curricular activities. The teachers perform multi-dimensional functions in organizing and executing Co-curricular activities (Mean=4.15, SD=0.84). Being involved in co-curricular activities provides challenges to engage with learners apart from the academic curriculum, to know

and understand them outside the formal teaching situation and to focus on their co-curricular abilities and talents.

Table 7: Respondents Response on Teachers Participation in co-curricular Activities (N=155)

No	Participation in co-curricular activities		Schools					M	SD
			1	2	3	4	5		
1	Teachers participate in co-curricular activities	M	4.14	4.30	4.00	4.30	3.60	4.06	0.80
		SD	1.15	1.25	0.71	0.48	0.84		
2	I mobilize students to participate in CCA	M	4.22	4.33	4.15	3.81	3.95	4.09	0.81
		SD	1.2	0.73	0.59	0.68	0.59		
3	I encourage female students club	M	4.50	4.43	4.10	3.96	3.88	4.17	0.74
		SD	0.79	0.85	0.74	0.71	0.42		
4	I mobilize students to have appropriate ethics	M	4.19	4.10	4.05	4.22	3.70	4.05	0.80
		SD	1.1	0.63	0.81	.99	0.70		
5	I supervise students to solve their problems	M	4.60	4.50	4.30	4.46	3.90	4.35	0.81
		SD	0.52	0.53	0.83	.87	0.48		
6	social problems are solved by co-curricular activities	M	4.39	4.3	4.18	4.22	3.85	4.18	1.1
		SD	0.55	0.58	0.82	.75	0.77		
						Average perception of teachers		4.15	0.84

Teachers perform multi-dimensional functions in organizing and executing co-curricular activities. It is also the school, which play pivotal role in conducting co-curricular activities. It is the teacher or the school who finally should take the responsibility how activities should proceed further. The teacher can be a planner, leader, innovator, director, organizer, manager, recorder, advisor, motivator, communicator or coordinator.

Promoting self-knowledge is an important part of teaching, and participation in co-curricular activities is a valuable opportunity for learners to acquire learning outcomes. The value derived by learners from their participation in co-curricular activities is that it teaches perseverance and helps them to find their own strengths. Constructivist learning theory depends critically on the principles of developing learners' sense of responsibility. As teachers work collaboratively it follows that co-curricular activities are naturally conducive to applying social constructivist principles to transfer knowledge into teaching and learning activities during and after specific activities, especially as the activities are performed by groups to achieve well-defined goals.

Grove, (2010) suggested that education along with co-curricular activities helps in the overall development of personality. Co-curricular Activities furnish many values among students. It is depend upon students and teachers how they imbibing these values for the better education and health of students. Students participate in physical activities, which contribute towards physical health, vitality, and endurance of the students. Psychological needs are meeting by co-curricular activities. Psychological needs such as emotions, self-assertion and curiosity are trained and groomed by these activities. A large part of theoretical works in discipline like geography, and science can get value added from excursions, tour and nature study. Co-curricular activities help to inculcate civic and democratic values by participating in self-government and organizing different festivals and ceremonies. Co-curricular activity is also an effective platform to make absorb values like social, aesthetic, cultural, recreational and disciplinary among students[2, 14].

Table 8 indicated, teachers have good subject matter knowledge and apply this effectively in the classroom. They were well prepared to teach. Teachers are acquainted with their major tasks of what to teach, how to teach, when to teach and where to teach. They also affirmed that teachers have the required skills, understanding and they engaged in varieties of in-service and CPD activities. The grand mean of teachers' perception is 3.98. The result of SPSS showed, *F-value*=1.39, *P*=0.35 at df=4 which indicates the absence of statistical significant difference among schools. Despite their good subject matter knowledge, most of the interviewees affirmed that the majority of newly deployed teachers have an instructional language (English language) deficit and low communication skills. Similarly, during classroom observation the researcher observed that most teachers could not speak English properly and, simultaneously, used the local language in the classroom.

Table 8: Respondents Response on Mastery of subject matter (N=155)

No	Items describing Mastery of subject matter		Schools					M	SD
			1	2	3	4	5		
1	Teachers have good subject matter knowledge	M	4.60	4.50	4.30	4.46	3.90	4.35	0.81
		SD	0.52	0.53	0.83	.87	0.48		
2	Well prepared, the course is well organized to teach	M	4.39	4.3	4.18	4.22	3.85	4.18	1.10
		SD	0.55	0.58	0.82	.75	0.77		
3	Teachers have the required skills, understanding	M	3.40	3.67	4.02	3.52	3.99	3.72	1.11
		SD	1.43	1.25	0.92	1.14	0.74		
4	Teachers participate in continuing	M	3.96	3.61	2.03	2.40	3.20		

	professional development (CPD)	SD	0.71	1.17	.75	1.17	1.14	3.04	0.99
5	Teachers have an opportunity for professional advancement,	M	3.88	3.79	4.12	3.91	4.12	3.96	0.58
		SD	.640	0.73	.49	.59	0.53		
6	I participate in educational trainings, conferences…	M	4.21	4.22	4.25	4.12	4.25	4.18	0.60
		SD	.80	.679	.43	0.64	.43		
						Average perception of teachers		3.98	0.79

Source: Researcher Survey data, 2019; **Key: S$_n$= Schools**

3.3   Relationship between School Climate Dimensions and Teachers Effectiveness

Table 9 depicted the correlation between school climate dimensions and teachers effectiveness variables to establish or reflect on the interaction between the two. Accordingly, the correlation's analysis indicates a significant positive interaction between school climate and teachers effectiveness dimensions. Specifically, lesson plan preparation, student assessment and teachers participation in co-curricular activities has a significant positive correlation with school climate dimensions such as principals collaborative leadership (*r*= 0.434, 0.646, 0.666), teachers engaged behavior (*r*=0.208, 0.428, 0.847) and students academic interaction (*r*=0.498, r=0.813, 0.443) respectively. The positive correlation of these variables is significant. Similarly, student assessment and teachers participation in co-curricular activities has a significant positive correlation with teachers' effectiveness dimensions. But lesson plan preparation is negatively correlated with quality of physical environment (*r*=0.53*).

Moreover, teachers mastery of subject matter is positively correlated with principals collaborative leadership (*r*= 0.34), teachers engaged behavior (*r*=0.43), students academic interaction (*r*=0.397) and quality of physical environment (*r*=0.372*). However, their extent or degree of correlation is too weak. Therefore, most school climate dimensions within a school system could be one factor to increase teachers' performance. To this end, working conditions shape teacher commitment[12] along with various characteristics of an organization[7]. Peer support, teacher efficacy and administrative support[7] are all predictors of teacher effectiveness. A positive school climate can help all students by stabilizing the school environment and creating a norm of safety, security, engagement, and positive relationships. Teachers Student engagement and learning strategies operating in a school climate conducive to learning (academic emphasis, collective efficacy, strong principal support) and reinforced by parents and peers produce high academic achievement.

Principals can encourage effective performance of their teachers by identifying their needs and try to meet them[7, 12]. This encouragement is very much dependent on various aspects of the principal's leadership behavior. Teacher's behavior too plays a role in the teacher's job performance. Both principals' behavior and teachers' behavior are part of organizational climate which influence the teacher's job performance.

Table: 9 School Climate Dimensions and Teachers Effectiveness Relationship (N=155)

№	Variables		Collaborative LP	Engaged behavior	Academic interaction	Quality of PE	Lesson preparation	SA	Participation in CCA	Mastery of SM
1	Collaborative leadership	*r*	1							
		Sig								
2	Teachers engaged behavior	*r*	.627**							
		Sig	.000	1						
3	Academic interaction	*r*	.287**	.228**						
		Sig	.000	.000	1					
4	Quality of PE	*r*	.602**	.298**	.549**					
		Sig	.000	.000	.000	1				
5	Lesson plan preparation	*r*	.434**	.208**	.498**	-.053				
		Sig	.000	.010	.000	.515	1			
6	Student assessment	*r*	.646**	.428**	.813**	.395*	.348			
		Sig	.000	.000	.000	.000	.067	1		
7	Participation in CCA	*r*	.666**	.847**	.443**	.560*	.159*	.214*		
		Sig	.001	.002	.006	.007	.049	.008	1	
8	Mastery of subject matter	*r*	.344**	0.434	.397**	.372*	.304*	.069	.080	1
		Sig	.000	.098	.001	.000	.000	.396	.322	

Key: LP=Leadership, PE=Physical environment, CCA=Co-curricular activities, SA=Student Assessment

IV. CONCLUSION

The findings provide empirical support for existing studies and as such contribute to school climate literature. Practically, the study may be useful in enhancing teachers' effectiveness and consequently their productivity in the education sector. School climate dimensions within a school system could be one factor to increase teachers' performance. The finding indicates that there was poor establishment of collaborative

leadership environment and the level of teachers engaged behavior is reported as unsatisfactory in secondary schools of the study area. This implies that when teachers have low positive perceptions to their organizational climate, they are less likely to feel committed to their organization. It is clear that management is one of the most important human activities that permeate all organizations including schools. When people work together for attainment of predetermined objectives, there is need to be engaged in management and teaching learning process could be enhanced. The way school climate is managed plays a significant role on teachers' job performance which in turn may have a negative impact on students' academic performance. The teachers on their parts have complained about principal's leadership style, poor and unsafe environment. In other words, teachers feel that the way the school is managed seems to affect their output in terms of their job performance.

The physical environment (facilities and resources) is an important school climate dimension to facilitate teaching and learning. Naturally, how clean, cared for, orderly and attractive the school is affects teaching, learning, school engagement and overall morale. The quality of school climate could be reformed to achieve the aims and objectives of education. Teachers engaged in such opportunities in the form of different co-curricular and extracurricular activities. Since school climate is one major part of student's environment, extracurricular activities and human relationships as dimensions of school climate are considered to play an important role in student development. Researchers have tried to analyze the effects of such activities offered in the school set-up. Adeyemi, (2008) reviewed several studies and identified the components of extracurricular and other out-of-school experiences that can facilitate the cognitive, psychological, and social aspects of positive youth development. The adolescent years represent a critical period in human development during which young people work toward establishing independence and during which contexts outside of the family become more important. Primarily students of this age are part of secondary schools.

The study finding also indicated that organizational climate dimensions which were discussed in this study have positive association with teachers' effectiveness. Organizational climate play an important role in enhancing teachers' effectiveness; which implies that effective teachers obtain better results, we can conclude that organizational climate directly influences company success. Therefore, in order for a school to survive and advance in the future, management of organizational climate, which stems from strong organizational culture where co-workers function according to the optimum of their abilities, is essential for contributing to the overall value of every organization.

Effective teachers are those who achieve the goals they have set for themselves or which they have set for them by schools or others[19].They enable their students to attain specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens). Additionally, the work of effective teachers reverberates far outside of school walls. Their students develop a love of learning and a belief in themselves that they carry with them throughout their lives.

V. RECOMMENDATION

In light of the findings and conclusions made above, the following possible recommendations are suggested as being valuable to secondary school education for improving teachers' school activities:

➢ The regional education bureau should provide opportunities for school leaders to attend workshops or courses that can increase their leadership styles or practices so that school excellence and the education vision can be achieved.

➢ Researcher recommends that school administration should create an environment conducive for the continuous assessment implementation and collaborative leadership at school level. Besides, teachers should be encouraged to continuously acquire continuous assessment implementation mechanism and collaborative leadership skills within and outside school systems through training, experience sharing and seminars.

➢ At school level, school physical environment regarding cleanliness, order of facilities, adequate space, teaching materials and technological equipments should be improved to promote learning. School management should prioritize on such activities while planning the use of school funds that will be granted from government on yearly bases. So that positive climate makes a school a place where both staff and students want to spend a substantial portion of their time.

➢ At district level educational officers have to develop and effectively mentor continuously the secondary school heads as instructional leaders to achieve the goals of school reform regarding school climate and work values of school teachers.

➢ Furthermore, by considering the scope and limitation of this study, future research might extend to other variables to asses more general and reliable results about school climate and teachers effectiveness.

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