

UNIVERSITY FOR DEVELOPMENT STUDIES

**SCHOOL CLIMATE AND TEACHER JOB PERFORMANCE IN PUBLIC JUNIOR
HIGH SCHOOLS: EVIDENCE FROM THE EAST GONJA MUNICIPALITY OF
GHANA**

AHENAKWA AFUA DORCAS



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GHANA**

BY

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**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT
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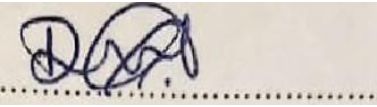
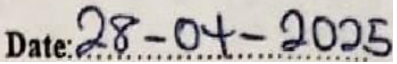
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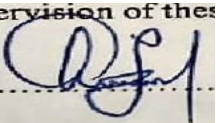
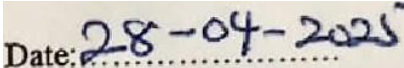
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supe of thesis laid down by the University for Development Studies.

Supervisor's Signature:  Date: 

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ABSTRACT

This study examined the influence of school climate on teacher job performance in public junior high schools in the East Gonja Municipality of Ghana. Grounded in a pragmatist epistemological approach, the study employed a mixed-methods approach and a sequential explanatory design, combining quantitative data from the administration of a questionnaire with qualitative insights from semi-structured interviews conducted. Simple random and convenience sampling techniques were used to sample 259 respondents for the quantitative aspect and 6 participants for the qualitative aspect of the work. A total of 230 teachers and 29 headteachers participated in the research. The study's findings revealed that the dominant school climate experienced by teachers is an open school climate, followed by autonomous and controlled school climates. The results further demonstrated a significant positive relationship between school climate and teacher job performance, with factors such as administrative support, teacher collaboration, safety, and resource availability playing critical roles. The study identified strategies such as promoting professional development, fostering supportive leadership, and creating safe and inclusive environments as essential for enhancing teacher performance. It concludes that a positive school climate is integral to improving teacher effectiveness and, by extension, student outcomes. The study recommends that school leaders ensure teachers are actively involved in school decisions, encourage open and respectful communication between staff and administration, and create opportunities for teamwork and shared responsibility in planning and problem-solving.



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DEDICATION

To my parents Mr kojo Nelson and Miss Alice Koomson



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CHAPTER ONE

INTRODUCTION

1.0 Overview

This section is the introductory section of the study, It presents and discusses the background to the study, the statement of the problem, the purpose of the study, the research questions and objectives, significance of the study, delimitation and limitation of the study, definition of key terms and the organization of the study.

1.1 Background to the Study

Education is the journey of gaining knowledge, skills, values, and perspectives through instructional guidance, practical experience, or scholarly exploration (Mpande, 2013). Thus, education is an ongoing endeavour commencing in early years and extending across one's lifetime. Educational experiences span from formal environments, such as schools and colleges, to informal settings, including households and societal contexts (Green & Julian, 2012). As noted by Sabantini et al. (2023), education aims to foster holistic development in individuals, encompassing intellectual, social, emotional, and physical facets, thereby equipping them to contribute effectively to society. Additionally, education entails the acquisition of specialized skills or expertise in various fields or professions (Palonen et al., 2014). Beyond its inherent value, education provides numerous benefits to both individuals and communities. It correlates positively with increased productivity and economic advancement on a global scale (Jorgenson, 2017). Consequently, recognizing education as pivotal to national progress, governments worldwide are





increasing their investments in the enhancement of the education sector, including efforts to improve school climate.

School climate plays a crucial role in shaping the overall success of a school by fostering collaboration among individuals and enhancing the physical infrastructure and resources within the school environment. According to Adeogun et al. (2011), school climate encompasses the overall conditions of a school, including interactions among stakeholders such as parents, teachers, and head teachers, as well as the state of the physical facilities. The quality of a school, particularly in terms of its climate, is determined by a multitude of factors, such as patterns of school life experiences, norms, goals, values, interpersonal relationships, teaching and learning practices, leadership approaches, and organizational structure, all of which play crucial roles in shaping the school culture (Malik et al., 2023). Osher et. al. (2014) reiterated that school climate comprises elements that contribute to the atmosphere within the school, such as well-managed classrooms and facilities, clearly defined expectations regarding individual responsibilities, a sense of safety, and consistent attention to the welfare of all students by teachers and staff. Thus, it is important to emphasize that the overall atmosphere of a school is shaped by the prevailing climate of the school.

In educational management, the effectiveness or ineffectiveness is greatly influenced by the school climate (Jarl et al., 2021). A positive and supportive school climate facilitates the fulfilment of tasks by headteachers, teachers, staff, and students in alignment with their respective roles and responsibilities. Analogous to human personality, the term 'climate' within an organization directly impacts the conduct of various activities (Nkechi, 2022). School climate is intricately linked to the attitudes of individuals or groups toward their tasks within the organization.

According to Rapti (2015) school climate encompasses the application, practices, values, traditions, and work habits prevailing within an educational institution. The school climate



comprises a collection of attributes that impart distinctiveness to each school, distinguishing it from others (Thapa et al., 2013). The school climate is a product of perceived situations resulting from interactions among various stakeholders, such as headteachers and teachers, teachers among themselves, teachers and students, or interactions among students within the school (Akram et al., 2018). The uniqueness of each school sets it apart from others and has a significant impact on the effectiveness of the learning process within the institution. Therefore, each educational organization possesses a distinctive climate that shapes the perceptions of both teachers and students regarding the institution (Vos & Page, 2020).

Adeogun and Olisaemeka (2011) argue that school climate is akin to a school's personality, encompasses the collective perceptions of staff, students, and the broader community toward a school. Similarly, scholars like Mariita (2012), Nyamosi (2013) and Bergren (2014) contend that various factors within school climate, such as socioeconomic conditions, parental engagement, attendance rates, school size, access to educational resources, and interpersonal dynamics, affect teachers' satisfaction with their profession. Abagi and Odipo (1997) also emphasize that teachers' conduct in teaching roles, classroom management, leadership practices and interactions with students are significantly influenced by the school climate. Several elements within the school environment contribute significantly to the overall school climate. These include the curriculum, the quality of facilities and infrastructure, the principal's leadership style, interpersonal relationships among stakeholders, and the teaching and learning methods used (Daryanto & Tarno, 2015).

Scholars have presented compelling evidence supporting the significance of cultivating a positive school climate. For instance, Ebrahim and Mohamadkhani (2014) suggested that creating a conducive teaching environment is crucial for enhancing teachers' effectiveness in fulfilling their



responsibilities, which consequently results in improved student performance. Similarly, Shahid (2012) noted that a favourable organizational climate promotes stronger teamwork, increased employee satisfaction and commitment, heightened productivity, enhanced organizational perception, improved job performance, decreased staff turnover, and reduced stressors that may adversely impact staff well-being within the school.

The concept of job performance has been interpreted in various ways by scholars, depending on their analytical perspective. Summermatter and Siegel (2009) suggest that it can refer to aspects of teachers' jobs like efficiency, economy, results, or the return on investment. According to Summermatter and Siegel (2009), job performance is seen as the behavioural dimension that illustrates how work is accomplished by organizations, teams, and individual workers; it represents the performance record of a particular job function or activity over a specific period. Job performance is also described as the extent to which an employee and the organizational objectives are achieved encompassing both actions and results (Armstrong, 2003; Feng, 2010).

The behaviour, initiated by the employee, transforms the concept of performance from a theoretical notion into a tangible action, leading to a specific outcome (Kalyani, 2006).

Feng (2010) identifies three key perspectives for assessing performance: a focus on results, a focus on conduct, and a combination of both. The results-based approach evaluates performance based on measurable outcomes such as goals achieved, tasks completed, or targets met. In contrast, the conduct-based approach emphasizes how the individual behaves while performing their duties, including their professionalism, adherence to rules, teamwork, and ethical standards. The combined approach integrates both results and conduct, offering a more holistic assessment that considers not only what was achieved but also how it was achieved. This perspective is often seen as the most effective for encouraging accountability, integrity, and sustained performance.

According to Cascio (2006), job performance can be defined as the extent to which an individual fulfils assignments or tasks, reflecting the level of achievement in the duties constituting an employee's role. In the context of teaching, a teacher's job performance is determined by the extent to which they fulfil the responsibilities outlined in their job description. As such, the evaluation of a teacher's job performance encompasses their performance in both curricular and extracurricular activities. Hornby (2000) further explains that teacher job performance includes the various roles teachers play both inside and outside the classroom, such as engaging with instructional materials, consistently evaluating students, preparing lesson plans, assessing pupil progress, organising fieldwork, participating in sports, employing diverse teaching methodologies, attending school assemblies, and providing guidance and counselling. Therefore, a teacher's job performance reflects their ability to integrate experience, methodologies, instructional resources, knowledge, and skills to effectively convey subject matter to students both within and beyond the classroom environment.

Najeemah (2012) established a positive correlation between school climate and teachers' job performance, a finding further supported by Reza et al. (2013), who emphasized the crucial influence of school climate on teacher effectiveness. Additional studies have highlighted the significant relationship between school climate and various outcomes, such as students' academic achievement and motivation (Berkowitz et al., 2017) and teachers' instructional efficacy (Jia et al., 2016). Furthermore, research indicates that a positive school climate contributes not only to students' social-emotional adjustment, mental well-being, and self-esteem but also to the overall performance of teachers (Cornell & Huang, 2018). Thus, Caskey et al. (2016) argue that educators, researchers, and policymakers should prioritise school climate because of its potential to foster positive student-teacher relationships, mitigate future behavioural issues, and enhance academic

outcomes. Contrary to findings that suggest school climate positively influences teachers' job performance, Donald, et al (2009) found no significant impact. This contradiction highlights a critical research gap, underscoring the need for studies to explore the relationship between school climate and teacher job performance in the East Gonja Municipality of the Savanna Region of Ghana.

1.2 Statement of the Problem

In recent years, concerns have been mounting among educational stakeholders in Ghana regarding the work attitudes and professional conduct of teachers in public junior high schools. In the East Gonja Municipality, these concerns are particularly pronounced, with reports from the Municipal Education Office indicating a growing perception that factors such as teachers' daily work attitudes, commitment to duty, motivation, professional ethics, and overall zeal for teaching are being shaped either positively or negatively by the prevailing school climate (East Gonja Municipality Education Office, 2023). Stakeholders have increasingly questioned whether the working environment in schools fosters the level of dedication, ethical responsibility, and professional engagement required to ensure effective teaching and learning. This has heightened interest in understanding how aspects of school climate influence teachers' willingness to prepare adequately for lessons, maintain punctuality, demonstrate enthusiasm in instructional delivery, and uphold professional standards (Mensah & Amponsah, 2021; Teye, 2022).

As accountability becomes a central focus in the education sector, the roles of headteachers and teachers, as key actors in the educational process, cannot be overlooked when examining students' academic performance. Nevertheless, school climate has also been widely recognised as a critical factor influencing various outcomes in educational settings, including academic achievement,





teacher motivation, social-emotional well-being, and instructional efficacy (Santhosh et al., 2023). According to Thapa et al. (2013) the overall climate of a school not only affects teachers' job performance but also impacts student engagement and academic achievement. This suggests that the poor academic performance of students in the East Gonja Municipality may be linked to an ineffective school climate, which is influenced by various factors within the school environment. Although this assumption aligns with existing research, attributing the decline in student performance solely to ineffective school climate would be premature, as there is no empirical evidence specifically supporting this claim in the East Gonja context. Furthermore, the diversity of school climates encountered by teachers makes it challenging to recommend a universally effective school climate that could positively influence teacher performance without rigorous research.

Several previous studies on school climate in Ghana have examined various variables of school climate, such as leadership styles, teacher motivation, and student academic performance (Owuoh, 2016; Donkoh, 2016; Adamu, 2018). However, there is a paucity of information on school climate and teacher job performance and dominant school climate in the East Gonja Municipality. It is against this backdrop that this study aims to investigate the influence of school climate on teacher job performance in the East Gonja Municipality.

1.3 Research Objectives

The objective for the study is to;

1. explore the dominant school climate experienced by teachers in public junior high schools in the East Gonja Municipality.

2. examine the relationship between school climate and the job performance of teachers in public junior high schools in the East Gonja Municipality.
3. Identify strategies for creating a positive school climate to improve teachers' job performance in public junior high schools in the East Gonja Municipality.

1.5 Research Questions

The following research questions guided the study;

1. What is the dominant school climate experienced by teachers in public junior high schools in the East Gonja Municipality?
2. What is the relationship between school climate and the job performance of teachers in public junior high schools in the East Gonja Municipality?
3. What strategies can be adopted to create a positive school climate in public junior high schools in the East Gonja Municipality?

1.6 Significance of the study

The significance of the study is to contribute knowledge on school climate and teachers' job performance in East Gonja Municipality. The finding of the study will provide insight on the predominant school climate in the municipality, creating awareness among school administrators and helping them understand the prevailing climate to foster an environment that supports and enhances teachers' effectiveness. Furthermore, the study's outcomes will provide valuable insights into the specific dimensions of school climate that directly influence teachers' job performance.

This understanding is essential for educational stakeholders, including policymakers, to implement interventions for a positive school climate in the municipality. The study is anticipated to give



significant information to policymakers and educational managers to enable them to formulate policies and reforms that are geared towards encouraging appropriate practices of school climate that will promote teachers' job performance in public junior high schools in East Gonja Municipality. Finally, the study results will provide valuable resources by adding to the literature for researchers who may want to undertake a study on related topics on School climate and teachers job performance in public Junior High Schools.

1.7 Delimitations of the Study

The study focuses specifically on public junior high schools in the East Gonja Municipality of the Savanna Region, Ghana. It is delimited to headteachers and teachers, excluding other categories of staff and students within these schools. The focus on headteachers and teachers is intended to capture the perspectives of those directly involved in instructional leadership and classroom teaching, who are most likely to be influenced by the school climate.

1.8 Limitations of the Study

Although every effort was made in the study to reduce the effect of every extraneous variable some limitations were encountered. One of the limitations of this study was the reluctance of some teachers to complete the questionnaires. This reluctance may have been influenced by factors such as time constraints, concerns about privacy, or a lack of interest in the study. However, the researcher assured the participants of their anonymity and confidentiality to encourage honest responses to the questionnaires. Additionally, scheduling interviews with some headteachers proved challenging due to their busy schedules and the multiple responsibilities they hold in managing their schools. To mitigate this, the headteachers were offered the flexibility to schedule

the interviews at times most convenient for them. This approach aimed to accommodate their busy calendars and ensure their participation in the study.

These meticulous measures were undertaken to ensure that the data collected in this study were as reliable and comprehensive as possible, and to ensure that the sample size remained sufficient, so that the data collected from the teachers and headteachers were representative of the broader population in the study area, allowing for meaningful analysis and conclusions.

1.9 Definition of Key Terms

School Climate: The overall atmosphere, culture, and environment of a school as perceived by its members. It includes factors such as relationships among staff and students, leadership style, safety, teaching practices, and the physical environment.

Teacher Job Performance: The effectiveness with which teachers carry out their professional responsibilities, including lesson planning, classroom instruction, student assessment, classroom management, participation in extracurricular activities, and collaboration with colleagues.

Leadership Style: The approach school leaders use to manage, guide, and support teachers and students. Common styles include democratic (inclusive), authoritarian (strict), and transformational (motivational and change-oriented).

Professional Development: Ongoing training and education provided to teachers to enhance their knowledge, skills, and effectiveness. It includes workshops, courses, seminars, and peer collaboration aimed at improving job performance.



Supportive Environment: A school setting where teachers feel encouraged, respected, and assisted in their professional duties. This includes emotional support, access to teaching resources, recognition of effort, and fair treatment by administrators.

1.10 Organization of the Study

The study is composed of five main chapters. Chapter one deals with the introduction of the study, background to the study, problem statement, main objective, research questions, significance of the study, delimitation, limitations, definition of terms and organization of the study. Chapter two presents review of related literature. This concentrates on conceptual frameworks, theoretical, concept of school climate, factors influencing to school climate, types of school climates, concept of job performance and empirical studies of the topic. The research methodology is presented in Chapter three. This chapter provides a detailed description of the research design, the population of the study, the sample and sampling procedures, the instrument for data collection, and the data collection and data analysis procedures that were employed in the study. Chapter four presents the results and findings and discussion of the findings. Finally, Chapter five provides major findings, conclusions, and recommendations.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter focuses on reviewing the relevant literature related on concepts of school climate, types of school climate, concept of teachers' job performance, level of teachers' job performance, relationship between school climate and teachers job performance, strategies to improve school climate, conceptual framework, theoretical framework and review of empirical studies.

2.1 Concept of School Climate

School climate encompasses the collective attitudes, values, norms, relationships, and practices that characterize the daily interactions and experiences of students, teachers, headteachers, and staff within a school (Cohen, et al., 2009; Wang & Degol, 2016). It involves elements such as safety, respect, trust, collaboration, and supportiveness, which jointly contribute to the psychological, social, and academic welfare of individuals within the school community (Thapa, et al., 2013). Therefore, school climate has a significant impact on various outcomes, including academic achievement, student behaviour, teacher job performance, and overall school effectiveness (Thapa et al., 2013; Wang & Degol, 2016).

Positive school climates correlate with increased student engagement, motivation, and teachers job performance, alongside decreased rates of absenteeism, disciplinary issues, and dropout rates in the schools (Thapa et al., 2013). Furthermore, a supportive and inclusive school climate fosters positive teacher-student relationships, effective communication, and collaboration, all of which contribute to a sense of belonging and academic success for all students (Cohen et al., 2009; Wang





& Degol, 2016). In contrast, adverse school climates marked by instances of bullying, discrimination, violence, or insufficient support can negatively impact students' emotional well-being, mental health, and academic performance (Wang & Degol, 2016). Thus, educators and staff operating within such climates may experience heightened stress, burnout, and job dissatisfaction, ultimately leading to high turnover and diminished instructional effectiveness (Cohen et al., 2009).

2.1.1 Open Climate

An open climate refers to the creation of an environment in which students feel safe and encouraged to express themselves freely, share their perspectives and ideas, and voice any concerns without fear of judgment or bias (Oleson & Kathryn, 2023). Findings from Johnson et al. (2013) suggest that classrooms fostering such open climates typically experience heightened levels of student engagement, manifested through active involvement in discussions, posing inquiries, and participating in collaborative tasks. Additionally, an open climate cultivates collaboration and teamwork among students. As demonstrated in a study by Smith and Jones (2016), students who perceive their environment as open are more inclined to collaborate, exchange ideas, and provide constructive feedback to their peers. This collaborative atmosphere nurtures creativity, critical thinking, and problem-solving abilities, all of which are crucial for academic success. The positive relationships between students and teachers are paramount within an open climate. The importance of supportive teacher-student relationships in fostering academic achievement is underscored by Brown et al. (2018). When students feel comfortable approaching their teachers with questions or concerns, they are more likely to seek assistance when necessary, resulting in improved academic performance. In turn, teachers can provide personalized support and guidance, thereby fostering students' academic development.

2.1.2 Closed Climate

The concept of a closed climate in schools, characterized by limited openness, trust, and collaboration among students, teachers, and headteachers, has been shown to negatively impact students' academic performance (Bryk & Schneider, 2002). A closed climate is normally marked by high levels of conflict, and teachers and students often experience a decline in interest in learning and struggle academically. The closed climate frequently give rise to conflicts or tension among students, teachers, or within the broader school community (Wang & Degol, 2016). In a closed climate, students and teachers often lack sufficient assistance or resources (Baklashova & Kazakov, 2016). This translates to limited emotional support, inadequate academic assistance, or a shortage of available individuals to confide in during challenging times. Additionally, students may encounter negative treatment from their peers, such as exclusion or peer pressure to engage in unwanted activities. Consequently, the school environment may feel unwelcoming and unsafe, making it difficult for students to feel comfortable or enthusiastic about their educational experience.

2.1.3 Autonomous Climate

An autonomous school climate pertains to an educational setting characterized by a high level of independence, self-governance, and empowerment among students, teachers, and staff. According to Zhang & Flora (2012), within such an environment, the school head grants teachers significant autonomy in structuring interactions to address social needs within the group. The autonomy allows teachers to efficiently and effectively pursue their objectives, promoting cohesive teamwork and achieving organizational goals. The headteacher adopts a managerial approach to

school administration, maintaining a certain level of detachment from teachers (Armstrong, 2014). They implement established procedures and regulations as guidelines for teachers to follow.

2.1.4 Control Climate

In this climate, there is a strong emphasis on meeting academic objectives, often at the expense of addressing social needs. Individuals are dedicated to their tasks, leaving little opportunity for fostering personal connections or straying from established protocols. Teachers are expected to efficiently complete their duties, with limited autonomy for personal initiative and discretion. Although some genuine connections exist among faculty members, feelings of social isolation are common. Job performance primarily stems from task accomplishment rather than social interactions. The headteacher is notably results-driven, displaying authoritative tendencies. They demonstrate a lack of empathy and warmth towards teachers, favouring a formal and impersonal approach. Their leadership style is characterized by dominance and directiveness, prioritizing the smooth functioning of the school while delegating minimal responsibilities. Their primary focus is on maintaining operational efficiency.

2.1.5 Paternal Climate

Paternal school climate is where the headteacher's attempt to regulate the staff of the school and address their social needs is ineffective, contributing to demotivation among the staff. The headteacher's approach is intrusive and overly controlling, as they continuously monitor and dictate procedures, yet little progress is achieved (Skerritt, 2023). Their focus is primarily on managing the school and its operations, with an inflated ego evident in their leadership style. Teachers encounter difficulties in collaborating effectively, and the headteacher struggles to





oversee their endeavours, resulting in a lack of cohesion among the faculty (Aniscoe & West, 2006). Despite the headteacher's high level of involvement, teachers encounter few challenges in their work, leading to a sense of complacency. With the headteacher assuming responsibility for most tasks, teachers lose motivation to contribute actively. They experience a lack of camaraderie and feel dissatisfied with their accomplishments. As the headteacher fails to set a positive example or articulate a vision for the staff to follow, motivation to excel is lacking.

2.1.6 Familiar Climate

In a Familiar climate, both the headteacher and teachers engage in friendly interactions, prioritizing social connections over goal achievement (Leithwood et al., 2010). Teachers perceive themselves as part of a tightly knit community, finding job performance primarily through fulfilling their social needs. The headteacher avoids implementing changes to preserve the harmonious atmosphere and does not actively inspire or guide teachers to excel. There is minimal supervision of teachers' activities, and leadership demonstrates a lack of commitment and Vigor (Meister, 2010). While the headteacher is perceived as caring about teachers' well-being and serves as a supportive presence, there is little emphasis on productivity or performance assessment. Overall, while everyone enjoys positive relationships and feels supported, there is a noticeable absence of drive or endeavour to achieve their full potential.

2.2 Factors Influencing School Climate

In educational settings, several interrelated factors play a crucial role in shaping the overall school climate, which in turn affects both teaching and learning outcomes. Leadership is one of the primary factors that determine school climate. Effective headteachers and administrators set the

tone for the entire institution by modelling behaviours that promote teamwork, trust, and mutual support among staff and students. When leaders actively engage with teachers and students through open communication, transparent decision-making, and shared responsibilities, they create an environment where everyone feels valued and empowered (Salfi, 2011). This positive leadership style not only fosters a sense of community but also enhances professional satisfaction and motivation among educators, which is reflected in the improved performance and well-being of the entire school community.

The quality of interpersonal relationships, particularly between teachers and students, is another critical factor influencing school climate. Teachers who interact with students respectfully and empathetically help build a classroom environment that is both nurturing and conducive to learning. When teachers extend kindness, provide encouragement, and maintain high expectations, they promote a sense of belonging and security among students (Causton & Macleod, 2020). Such an environment enables students to take risks in their learning, engage actively in class discussions, and develop critical thinking skills all of which are vital for their academic and personal growth.

Parental and community involvement also plays a significant role in enhancing school climate. Schools that actively engage parents and community members in activities and decision-making processes benefit from a more enriched and supportive environment. When parents are involved, they contribute additional resources and perspectives that help bridge the gap between home and school, fostering stronger partnerships that support student success (Sergiovanni, 2015). Community engagement initiatives further enhance this dynamic by providing students with opportunities to connect their learning to real-world contexts, thereby reinforcing the importance of their educational experiences.

Ensuring a safe and structured learning environment is another essential aspect of a positive school climate. The establishment of clear rules and expectations helps create a secure space where students know what is expected of them, allowing them to focus on learning without undue distractions or anxieties. When students feel safe and understand the boundaries within which they are expected to operate, they are more likely to engage in academic and extracurricular activities with confidence. Furthermore, schools that empower students by involving them in leadership roles and decision-making processes help cultivate a sense of ownership and responsibility, which further contributes to a positive and proactive school climate (Fisher et al., 2012).

Effective conflict resolution strategies, rooted in strong interpersonal skills among teachers, are also indispensable in maintaining a harmonious school environment. Teachers who are equipped with the ability to address conflicts constructively help to de-escalate tensions and foster a culture of mutual respect and collaboration. This skill set not only enhances classroom management but also contributes to the overall well-being of the school by ensuring that disputes are resolved in a manner that reinforces positive relationships rather than exacerbating divisions (Brundiers & Wiek, 2017).

Additionally, the commitment to inclusivity through the celebration of diverse cultural backgrounds significantly enriches the school climate. Schools that embrace diversity and promote inclusive practices create an environment where all members feel respected and valued, regardless of their background. Such practices not only enhance social cohesion but also prepare students for an increasingly diverse and global society, thereby supporting their academic and social development.



Factors such as effective leadership, high-quality teacher-student relationships, active parental and community involvement, a safe and structured learning environment, robust conflict resolution practices, and a commitment to inclusivity all interact to form a positive school climate. Each of these elements contributes to creating an environment that supports academic achievement, personal growth, and a strong sense of community among all stakeholders in the educational process.

2.3 Role of head teachers in ensuring a positive school climate

A positive school climate has a significant impact on the effectiveness, satisfaction, and well-being of both students and teachers, leading to positive outcomes. The role of the headteacher is vital in cultivating a positive school climate in schools. A positive school climate encompasses the overall atmosphere, culture, and environment in schools. The various strategies headteachers employ to develop and sustain a positive school climate are;

Firstly, headteachers influence the school climate through their leadership style and interactions with staff and students. They exhibit strong instructional leadership, clear vision, and high expectations, which are crucial for creating a positive school climate. Hallinger (2011) highlights that headteachers who engage in instructional leadership activities, such as setting clear academic goals and providing regular feedback, significantly enhance a supportive and collaborative school environment.

Moreover, headteachers play a key role in building a culture of trust and respect within the school. Trust between teachers and the headteacher, as well as among teachers, is fundamental for a positive school climate. According to Tschannen-Moran (2014), headteachers who promote open



communication, demonstrate integrity, and show concern for their staff's well-being contribute to higher levels of trust and respect within the school community, resulting in a positive school climate.

Creating an inclusive and supportive environment is another critical responsibility of the headteacher. Inclusivity ensures that all students and staff feel valued and respected, regardless of their background. By promoting diversity and inclusion, headteachers help establish a school climate where everyone feels safe and supported (Ainscow & Sandill, 2010). This involves implementing policies and practices that address the needs of all students and staff and actively working to eliminate any form of discrimination or bias.

Additionally, headteachers are responsible for fostering a collaborative culture. Encouraging teamwork, shared decision-making, and collective responsibility among staff members helps build a sense of community and shared purpose (Tschannen-Moran, 2014). This collaborative culture enhances the overall school climate by promoting cooperation and mutual support among teachers and staff.

Professional development is another area where head teachers can positively impact the school climate. By providing continuous learning and professional growth opportunities, head teachers help teachers improve their instructional practices and adapt to new educational challenges. Effective professional development programs promote a culture of continuous improvement, contributing to a positive school climate and better teacher performance (Robinson, et al., 2008).

Head teachers play a crucial role in maintaining high standards of student behaviour and academic performance. By setting clear expectations and consistently reinforcing them, head teachers help

create a disciplined and focused learning environment. This supports a positive school climate and enhances student outcomes (Marzano et al., 2005).

2.4 The role of the teacher in ensuring conducive school climate

Teachers must foster favourable connections with students, colleagues, and parents (Spill et al 2011). Through displaying empathy, respect, and encouragement, teachers establish feelings of inclusion and confidence within both the classroom and broader school community (Osterman, 2023). Research indicates that robust teacher-student relationships are correlated with enhanced academic achievement, conduct, and overall well-being (Rabo, 2022).

Teachers have a crucial role in promoting inclusivity and embracing diversity in both the classroom and school settings (Osterman, 2023). They create a welcoming and supportive environment where students from diverse backgrounds feel valued and respected (Owusu-Agyeman, 2021). By incorporating a range of perspectives into their teaching methods and curriculum, teachers foster cultural awareness and sensitivity among students (Banks, 2015).

Teachers establish clear expectations, routines, and consequences to maintain a favourable learning environment (Sithole, 2017). By implementing proactive strategies, they prevent disruptions and manage behavioural issues promptly and effectively (Cook et al, 2018). Through the creation of a well-organized and structured classroom environment, teachers enhance student engagement and academic achievement (Pianta, 2012).

Teachers recognize and attend to the social and emotional needs of their students (Schonert et al 2017). They create opportunities for students to develop social skills, resilience, and self-regulation



(Pelco & Victor, 2007). By cultivating a compassionate and supportive classroom atmosphere, teachers promote positive mental health and well-being among students (Brackett et al., 2012).

Teachers collaborate with colleagues and administrators to build a cohesive and nurturing school environment (Hughes & Pickeral, 2013). They participate in professional learning communities, sharing best practices and resources to improve instructional methods (Antinlouma et al., 2021). By working together towards common goals, teachers contribute to creating a shared sense of purpose and effectiveness within the school community.

2.5 Students' Role to Promote School Climate

Students have the duty to treat their peers, teachers, and staff with respect and dignity (king et al 2021). By embracing diversity and taking a stand against discrimination and bullying, students foster an inclusive and hospitable climate (Ryan 2013). Demonstrating behaviour that is both respectful and inclusive fosters a sense of belonging and cohesion among students, thus enhancing the overall school climate.

Students must adhere to school rules and regulations and display positive behaviour both inside and outside the classroom (Suga & Horner 2014). By exemplifying responsibility, honesty, and integrity, students contribute to creating a safe and well-structured school environment. Positive conduct lays the groundwork for a learning-friendly atmosphere and cultivates a sense of mutual trust and cooperation among students and faculty (Day, 2018).

Students contribute to promoting transparent and respectful communication among their peers, teachers, and administrators (Danielson, 2008). By expressing their thoughts, concerns, and ideas constructively, students play a role in cultivating a culture of dialogue and collaboration within the



school community (Haris & De Bruin, 2018). Effective communication facilitates mutual understanding and problem-solving, leading to improved relationships and a positive school climate.

Students are encouraged to engage in school activities, clubs, and initiatives actively. Through involvement in extracurricular programs, volunteer work, and support for school events, students enrich the vibrancy and liveliness of the school culture (Livingstone et al, 2014). This active participation cultivates a sense of belonging and pride within the school community while strengthening interpersonal connections among students.

According to Bennett (2017), Students are encouraged to take charge of their learning and behaviour and aim for academic excellence. By setting goals, seeking help when needed, and demonstrating perseverance and resilience, students foster a culture of academic achievement and continuous improvement (Dweck, 2014). Prioritizing personal growth and accountability cultivates a positive school atmosphere focused on learning and success.

2.6 Concept of Teachers Job Performance

According to Hamre (2013), teacher job performance encompasses a multitude of responsibilities across both classroom and extracurricular domains. These tasks entail employing instructional materials, administering frequent assessments, crafting lesson plans, assessing student progress, coordinating field trips, participating in athletic endeavours, employing a variety of teaching techniques, contributing to school gatherings, and offering guidance and counselling. Hence, teacher job performance mirrors their ability to adeptly blend their background, teaching strategies, instructional resources, expertise, and abilities to effectively convey subject matter to students in and out of the classroom environment (Kassing & Jay, 2020). According to Stronge (2018), teacher





job performance constitutes the vital responsibility of teachers in delivering the designated curricula to aid students in achieving educational objectives within school environments. This implies the commitment of teachers to responsibly and effectively utilize human and material resources, harmonizing them to achieve job effectiveness in accordance with set standards. The efficacy of teachers' job performance is demonstrated through their command of subject matter, adeptness in teaching and learning approaches, leading to the fulfilment of educational goals (Cohen & Lotan, 2014) to guarantee effective teaching and enjoyable learning experiences in educational institutions.


Teachers' job performance could also be referred to as the role of teachers in achieving educational objectives and goals (Özgenel & Mert, 2019). While some studies focus solely on teaching, it's acknowledged that teachers' impact extends beyond the classroom or school environment to encompass all areas where students are present (Wang & Degol, 2016). Thus, teachers' job performance is seen as multifaceted. These aspects encompass various elements such as lesson planning, teaching delivery, student assessment, commitment, extracurricular involvement, effective leadership, motivation, and discipline (Adeyemi, 2008); instructional, professional, and personal qualities (Ali & Haider, 2017); contextual and task-oriented performance (Yusoff, et al., 2014); classroom management, recognition of student individuality, consistent use of motivation, teaching methodologies, problem-solving, and student guidance (Mehmood, et al., 2013).

2.7 Influence of school climate on teachers' job performance

School climate has been widely recognized as a significant factor influencing the effectiveness and performance of teachers. A positive school climate characterized by open communication, supportive leadership, mutual respect, and collaborative practices can enhance teachers'

motivation, satisfaction, and productivity (Thapa et al., 2013). According to Aldridge and Fraser (2016), schools that cultivate a healthy and inclusive climate tend to have teachers who are more committed, engaged, and effective in delivering instruction.

Several studies have established a direct relationship between school climate and teacher job performance. For instance, Reza et al. (2013) found that when teachers perceive their working environment as safe, structured, and respectful, they are more likely to exhibit high levels of professional conduct and instructional quality. Similarly, Najeemah (2012) observed that a supportive climate increases teachers' morale, reduces stress, and enhances classroom effectiveness. On the contrary, a negative school climate marked by poor leadership, lack of collaboration, and inadequate resources can demotivate teachers and hinder their performance. Saeki et al. (2018) emphasized that teachers in unsupportive environments are more prone to burnout, absenteeism, and low instructional quality. Furthermore, Munir and Iqbal (2018) argued that job satisfaction, which is closely tied to school climate, significantly predicts a teacher's willingness to innovate and stay committed to teaching goals.



While most research points to a positive correlation between school climate and teacher performance, it is important to note that different types of school climates (e.g., open, controlled, familiar) may influence teachers differently based on contextual factors such as leadership style, resource availability, and institutional goals (Fakunle & Ale, 2018). Research by Skaalvik and Skaalvik (2014) emphasizes that an autonomous and supportive school climate one that allows teachers the freedom to make instructional decisions while still providing necessary support significantly enhances teacher motivation, job satisfaction, and performance. Therefore, creating a balanced climate where teachers feel both autonomous and supported is essential for improving job performance and overall school effectiveness

2.7.1 Teacher's Motivation and job Performance

A positive school climate has been shown to significantly enhance teacher motivation and job performance (Aldridge & Fraser, 2016). Supportive relationships within the school community play a crucial role in this process. Collaborative environment fosters camaraderie and mutual respect, which is essential for creating a positive and productive work atmosphere (Kasim et al, 2023). Teachers who feel supported by their colleagues are more likely to engage in open communication, share best practices, and work together to solve problems (Akinyemi et al, 2020). This sense of teamwork not only helps address immediate classroom challenges but also contributes to long-term professional growth as teachers learn from each other's experiences and expertise.

Moreover, administrative support is vital for enhancing teacher motivation and job performance. School leaders who are responsive, approachable, and willing to provide necessary resources create a supportive environment where teachers feel valued and appreciated (Ismil,2012). Administrators who actively listen to teachers' concerns and provide timely feedback and solutions help build trust and confidence among staff. This type of leadership encourages teachers to take initiative, try new teaching methods, and engage in continuous improvement, knowing their efforts are supported and recognized.

Professional development opportunities are another key aspect of administrative support that enhances teacher motivation and job performance (Compasivo & Falcunaya, 2020). When teachers have access to ongoing training and development programs tailored to their needs, they are more likely to feel competent and confident in their abilities. Professional development opportunities that focus on practical skills, innovative teaching strategies, and emerging educational technologies enable teachers to stay current with best practices and continuously improve their





instructional methods (Archambault et al., 2010). Additionally, opportunities for collaborative learning, such as workshops, seminars, and peer observation, further reinforce a supportive and positive work environment by fostering a culture of continuous learning and improvement.

Recognition and acknowledgment from school leaders also play a significant role in boosting teacher motivation and job performance (Shah, 2012). Formal recognition programs, such as teacher of the month awards, public commendations, and opportunities for career advancement, help teachers feel appreciated for their hard work and dedication. Informal recognition, such as verbal praise, thank-you notes, and positive feedback, also contributes to a positive school climate by making teachers feel valued on a personal level. When teachers receive regular acknowledgment for their contributions, they are more likely to remain motivated and committed to their profession.

2.7.2 Collaboration and Professional Development

Schools that foster a collaborative culture and provide extensive professional development opportunities enable teachers to share best practices and continuously enhance their skills (Hargreaves & Fullan, 2015). In such a collaborative environment, teachers frequently interact with their colleagues to discuss teaching strategies, classroom management techniques, and instructional methods. This ongoing exchange of ideas allows teachers to learn from each other's successes and challenges, leading to the adoption of more effective teaching practices.

Professional development plays a crucial role in this process. Workshops, seminars, and training sessions focused on the latest educational research and innovative teaching methods help teachers expand their knowledge and skills. These opportunities keep teachers informed about current educational trends, enabling them to implement new strategies that can improve student learning outcomes.

Furthermore, collaborative professional development activities, such as peer observations and team teaching, provide teachers with constructive feedback and support from their colleagues (Gosling, 2013). This peer-to-peer learning environment fosters a sense of community and mutual respect among teachers, encouraging them to take risks and experiment with new approaches in their classrooms.

As teachers engage in continuous professional development and collaboration, they become more adept at addressing diverse student needs and adapting their teaching methods to various learning styles (Borko et al, 2010). This ongoing improvement in their instructional practices enhances teaching effectiveness and, ultimately, improves job performance.

2.7.3 Teacher-student relationship

Strong teacher-student relationships within a positive school climate play a critical role in shaping teaching outcomes and the overall educational experience (Kutsyuruba, 2015). When schools promote supportive and respectful interactions, teachers can forge deeper connections with their students. In such environments, teachers gain a better understanding of their students' unique needs, motivations, and learning styles (Moneva et al, 2020). This understanding enables teachers to adapt their teaching strategies effectively, ensuring they meet the diverse learning preferences and abilities of their students for students to become more engaged in their learning and achieve better academic outcomes. Positive teacher-student relationships also foster a safe and supportive learning atmosphere where students feel valued and encouraged (Tripathi, 2019)). When students feel respected and cared for by their teachers, they are more motivated to participate in classroom activities and discussions actively. This sense of belonging empowers students to take ownership of their learning journey.



Furthermore, strong teacher-student relationships contribute to improved classroom management. Students who have positive relationships with their teachers are more likely to adhere to classroom expectations, leading to a reduction in disruptive behaviour (Wubbels, 2014). This allows teachers to dedicate more time to teaching and less time to managing behaviour, thereby maximizing instructional time and productivity.

2.7.4 Resource availability

Access to adequate resources and materials is crucial for teachers to effectively perform their duties (Thapa et al., 2013). When teachers have the necessary tools such as textbooks, teaching aids, technology, and other educational resources, several positive outcomes are evident in the school.

To start, having sufficient resources allows teachers to carefully plan and deliver well-prepared lessons (Hunt, 2019). Textbooks provide structured content that can be tailored to meet both curriculum requirements and the individual needs of students. Teaching aids, such as charts, diagrams, and models, help visually explain complex concepts, making learning more interactive and understandable. Furthermore, technology, including computers, educational software, and the internet, provides access to a wealth of information and multimedia resources that enhance understanding and engagement in the classroom (Warschauer & Matuchniak, 2010).

Additionally, access to resources empowers teachers to adapt their teaching methods to cater to diverse learning styles and abilities (Adeoye, et al, 2024). For instance, audio-visual materials can accommodate auditory and visual learners, while hands-on activities can engage kinaesthetic learners. This adaptability promotes inclusivity, ensuring that all students can effectively grasp the material.

Moreover, adequate resources promote student engagement by making lessons more interesting and relevant (Parsons & Taylor, 2011). This engagement not only captures students' interest but also fosters active participation and critical thinking. Also, having access to resources contributes to a positive learning environment. Well-equipped classrooms demonstrate to students that their education is valued, which can boost their motivation and self-esteem (Imafidon, 2018). It also allows teachers to create an organized and stimulating learning space.

2.7.5 Safety and Order

There is critical role of a safe and orderly environment in supporting teachers' well-being and improving their job performance (Wang et al, 2019). Also, a safe and orderly school environment cultivates positive relationships among students, teachers, and staff (Darling & Cook, 2018). A safe environment reduces conflict and disruptions, enabling teachers to collaborate effectively with colleagues and engage meaningfully with students, thereby enriching the overall educational experience and fostering a positive school culture. Similarly, Collie (2012) reiterates that a secure environment allows teachers to focus on their teaching responsibilities fully. Moreover, an organized environment facilitates effective classroom management, clear routines and high expectations to help students remain focused and behave appropriately, creating a conducive atmosphere for active participation and learning (Franklin & Harrington, 2019).

According to Ortan et al (2021), feeling secure at work significantly impacts teachers' job performance and well-being. Thus, feeling safe enables teachers to devote their energy and attention to planning and delivering effective lessons, which directly enhances student learning outcomes. When teachers feel valued and supported by their school community, they are more likely to feel motivated and engaged in their work, leading to improved job performance and reduced turnover rates.



2.8 Factors that determine the levels of teacher job performance

Factors that determine the level of teachers' job performance comprises of five factors (Bentil, 2021) which include teaching skills, management skills, mastery of the subject matter, communication skills, discipline and regulatory, interpersonal relationship. While these are key determinants, the author also acknowledges that other contextual and institutional factors may contribute to teacher performance.

2.8.1 Teaching skills

According to Tomblinson and Imbeau (2023), teaching skill is the pivot of a teacher's effectiveness in the classroom, directly shaping their job performance and the overall learning journey of students. Teaching skills encompasses a diverse array of competencies and abilities that collectively drive successful instructional delivery. Teachers endowed with adequate teaching skills possess the ability to actively engage students in the learning process (Hung & Chou, 2015). They can captivate their attention, kindle their curiosity, and foster an environment where learning becomes not just informative but enjoyable and meaningful, utilizing a variety of instructional strategies and techniques, adept teachers can effectively convey complex concepts in ways that resonate with students of varying backgrounds and abilities.

Furthermore, skilled teachers exhibit a talent for tailoring their instruction to suit the diverse needs of their students (Corno, 2008). They recognize and accommodate individual learning styles, preferences, and strengths, thereby unlocking each student's full potential for academic achievement. This adaptability is particularly vital in today's classrooms, which are increasingly diverse in terms of cultural, linguistic, and socioeconomic backgrounds (Bergeron, 2008). Creating



a positive classroom climate is another hallmark of effective teaching. Accomplished teachers establish an atmosphere of support and inclusivity where students feel valued, respected, and empowered to express themselves (Payne & Smith, 20011). This nurturing environment not only fosters student engagement but also cultivates collaboration, critical thinking, and social-emotional development.

Moreover, skilled teachers excel in assessing student progress and providing timely feedback. They employ a range of assessment tools and methods to gauge student learning and mastery of content. This ongoing feedback loop enables teachers to identify areas of strength and areas needing improvement, allowing them to tailor their instruction accordingly and scaffold students' learning effectively.

On the other hand, teachers lacking essential teaching skills may encounter myriad challenges in the classroom (Arend & Kilcher, 2010). They may struggle to sustain student engagement, resulting in apathy and disengagement. Ineffective instructional delivery may lead to confusion, frustration, and ultimately, academic underperformance. Additionally, inadequate classroom management may disrupt the learning environment and impede students' ability to concentrate and participate actively (Allen, 2010).

2.8.2 Mastery of the subject matter

A teacher's mastery of their subject area is crucial for their effectiveness in the classroom. To start, it directly impacts their ability to convey complex ideas clearly to students (Stronge, 2018). When teachers have a deep understanding of the subject matter, they can articulate concepts in a way that

students can easily comprehend. They can provide relevant examples and confidently address any questions, which enhances students' understanding and retention of the material.

Furthermore, according to Kelly and Shih (2010) a strong command of the subject allows teachers to tailor their teaching methods to meet the diverse needs of their students. They can adapt their approach, instructional materials, and assessments to accommodate various learning styles, abilities, and interests. This flexibility ensures that all students can engage with the material effectively and achieve academic success.

Moreover, knowledgeable teachers can foster critical thinking skills and a love for learning in their students. They can design stimulating tasks and activities that encourage students to analyse information, make connections, and apply their knowledge creatively. By nurturing curiosity and intellectual curiosity, teachers inspire students to develop into lifelong learners.

Additionally, ongoing professional development is supported by teachers' expertise in the subject matter (Mundry, 2005). Teachers who continually deepen their understanding through collaboration, self-study, and professional development can refine their teaching methods and stay current with advancements in their field. This dedication to improvement enhances their effectiveness in the classroom.

2.8.3 Management skills

A well-organized classroom is essential for fostering an optimal learning environment (Bonner, 2023). This entails arranging the physical space, seating arrangements, and implementing routines and procedures that promote efficiency while reducing distractions. Teachers skilled in management ensure easy access to materials, maintain well-organized instructional resources, and



facilitate smooth transitions between activities. According to Wang and Degol, (2016). This structured approach not only sets the stage for productive learning but also cultivates a feeling of safety and support among students.

Also, effectively managing student behaviour is a core responsibility in teaching, requiring patience, consistency, and strategic approaches. Skilled teachers establish transparent behaviour standards and offer students the necessary guidance and encouragement to meet them (Danielson, 2007). They utilize various methods such as positive reinforcement, proactive classroom management strategies, and fair consequences for any misbehaviour. Through fostering a culture of positivity and respect in the classroom, teachers can minimize disruptions and create an atmosphere where students feel appreciated and eager to engage in learning.

Furthermore, in education, time management is very important; therefore, teachers need to carefully plan and prioritise instructional time, ensuring lessons are engaging, appropriately paced, and effectively communicate learning objectives. Teachers skilled in management create structured lesson plans, set achievable timelines for activities, and adjust plans as required to cater to students' diverse needs. By skilfully managing their time, teachers enhance student learning outcomes and uphold a conducive learning environment.

2.8.4 Communication skills

Teachers' ability to communicate clearly enables them to effectively deliver lesson content, instructions, and expectations to students (Stronge, 2018) When educators express concepts with clarity and encourage meaningful dialogue, it improves students' understanding and encourages them to participate actively, leading to better learning outcomes in the end. Effective



communication nurtures positive relationships between teachers and students, establishing an atmosphere where students feel at ease posing questions, seeking clarification, and sharing their thoughts and ideas. This engagement boosts student motivation, participation, and academic performance overall.

Teachers with strong communication abilities can open and constructive channels of communication with parents and guardians. By providing parents with updates on their child's progress, strengths, and areas for improvement, educators can encourage parental engagement in their child's schooling and cultivate a supportive partnership between home and school. Educators who are adept at articulating their ideas, actively listening to their colleagues, and offering constructive feedback contribute to fostering a positive and collaborative workplace atmosphere. This collaboration can result in the exchange of best practices, the creation of innovative teaching methodologies, and ultimately, enhanced student outcomes.

Proficient communication skills are vital for resolving conflicts and addressing issues that may emerge within the classroom or school community. Teachers who can navigate challenging conversations with students, parents, or colleagues in a respectful and empathetic manner are adept at resolving conflicts effectively while preserving positive relationships.

2.8.5 Discipline and regulatory

Implementing effective discipline fosters a positive learning environment where students adhere to classroom rules, allowing teachers to focus more on instruction rather than managing disruptions, this leads to enhanced academic outcomes (Burden, 2020). Well-disciplined classrooms promote active student participation in learning activities. Students are more likely to



engage in discussions, seek clarification, and collaborate with peers when they feel safe and supported, resulting in a more dynamic learning atmosphere. Discipline practices shape the interactions between teachers and students. Consistent and fair discipline builds trust and respect, facilitating better communication, collaboration, and academic progress (Harmound & Hervey 2018).

Effective disciplinary strategies keep parents informed about their child's behaviour and academic progress, boosting confidence in the teacher's ability to provide quality education. Effective discipline contributes to improved student outcomes, including academic achievement, socioemotional development, and overall student well-being (Wang & Kuo, 2019). When students feel valued and supported, they are more likely to excel academically and exhibit positive behaviours in and out of the classroom.

2.8.6 Interpersonal Relationship

Strong connections among colleagues promote collaboration and innovation. Teachers who communicate well and exchange ideas create a supportive teaching environment (Doyle, 2011). This collaboration enhances professional growth and refines teaching methods, ultimately benefiting student achievement. Strong connections with students create a conducive learning environment. When teachers build trust and rapport, students feel valued and engaged, leading to increased participation and positive behaviours. This supportive atmosphere enhances academic achievement and student well-being (Parson & Taylor, 2011).

Positive interpersonal relationships are essential in fostering a supportive and friendly work environment, which significantly enhances teachers' morale and job performance. When teachers

enjoy camaraderie and mutual respect with their colleagues, they feel valued and appreciated. This sense of belonging and emotional support is crucial for boosting their overall job performance. Being connected to their peers promotes a positive work culture where teachers are more inclined to share ideas, collaborate on projects, and support each other through challenges (Skaalvik & Skaalvik, 2011). Relationships with mentors, administrators, and peers provide valuable support for professional development. Thus, teachers who cultivate positive connections receive guidance and encouragement to enhance their teaching practice. According to Gillespie (2005), teachers who maintain open communication and transparency foster trust and confidence in their ability to support students' learning. Supportive relationships foster a sense of belonging and help teachers navigate challenges in their professional journey (Strayhorn, 2018). Teachers can find mutually beneficial solutions, creating a harmonious school environment and conducive to learning.

2.9 Relationship between school climate and teachers job performance

A supportive and conducive school climate is positively correlated with teachers' work enthusiasm and performance, which has an impact on teaching activities and the strategies used by students (Alinsunurin, 2020). According to Munir and Iqbal (2018), fostering a positive school climate is beneficial for enhancing teacher satisfaction, which in turn significantly influences their job performance and teaching effectiveness. However, a negative school atmosphere can lead to teacher fatigue, demotivation, and reluctance to experiment with new teaching approaches (Saeki et al., 2018).

2.9.1 Safety of school climate and teachers' job performance

Ensuring a safe learning environment is paramount, as underscored by initiatives such as the "Every Student Succeeds Act (ESSA), 2015 (Public Law No. 114–95)" in USA. The "Every



Student Succeeds Act (ESSA)” emphasizes the importance of a safe and supportive learning environment, recognizing that such conditions are critical not only for student success but also for enhancing teachers' job performance. By allowing states flexibility to target resources toward school safety measures, ESSA encourages the development of comprehensive programs that address issues like bullying, violence, and other safety concerns. This proactive approach helps create a stable atmosphere in which teachers can focus on instruction without being distracted by safety-related disruptions. Ultimately, ESSA fosters a school climate that supports both academic achievement and the well-being of educators, ensuring that teachers are empowered to deliver high-quality education in secure and nurturing settings.

Environments marked by violence can hinder both learning and overall development. Schools that prioritize peace often see enhanced academic achievements and better overall welfare for both students and teachers. Deal and Peterson (2010) note that efforts to improve school safety align with broader community goals and support teacher development. By combining safety initiatives with comprehensive strategies that address issues like substance abuse and mental health, schools can greatly enhance their overall impact. Moreover, identifying and assisting vulnerable students is essential for maintaining a conducive learning atmosphere, and promoting positive behaviour among students and staff helps cultivate a culture of respect and security.

2.10 Factors influencing Teachers Job Performance

Teachers' job performance is influenced by a multitude of factors that can be broadly categorized into personal, organizational, and environmental dimensions. These factors interact in complex ways to shape how effectively teachers deliver instruction, manage classrooms, and foster positive learning environments.

Personal Factors

Personal factors refer to the individual attributes and characteristics of teachers that significantly impact their job performance. Motivation plays a pivotal role in determining a teacher's commitment and engagement with their work. According to Deci and Ryan's (2000) Self-Determination Theory, intrinsic motivation derived from personal satisfaction and interest in teaching is more sustainable than extrinsic motivation, which relies on external rewards such as salary or recognition. Teachers who are intrinsically motivated tend to exhibit higher levels of creativity, perseverance, and dedication to their craft. This intrinsic drive not only enhances their teaching effectiveness but also contributes to their overall job satisfaction and well-being.

Another critical personal factor is professional competence, which encompasses both subject matter knowledge and pedagogical skills. Shulman (1986) introduced the concept of Pedagogical Content Knowledge (PCK), emphasizing the importance of teachers' ability to transform their subject matter expertise into forms that are accessible and meaningful for students. Teachers with strong PCK can address misconceptions, scaffold learning, and adapt their instructional strategies to meet the diverse needs of their students. This competence directly impacts student achievement and fosters a more engaging and effective learning environment.

Emotional intelligence (EI) is another key personal attribute that influences teachers' job performance. Mayer et al. (2008) define EI as the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Teachers with high EI are better equipped to handle stress, resolve conflicts, and build positive relationships with students and colleagues. They are also more adept at creating an emotionally supportive classroom climate, which enhances student engagement and reduces behavioural issues. Furthermore, emotional intelligence



facilitates effective communication, empathy, and collaboration, all of which contribute to improved teaching outcomes.

Self-efficacy, a concept developed by Bandura (1997), refers to a teacher's belief in their ability to successfully perform specific tasks and achieve desired outcomes. Teachers with high self-efficacy are more likely to persist in challenging situations, adopt innovative teaching strategies, and maintain a positive attitude toward their work. Conversely, low self-efficacy can lead to feelings of inadequacy, reduced effort, and ultimately, burnout. Therefore, fostering self-efficacy through professional development and supportive leadership is essential for enhancing teachers' job performance.

Organizational Factors

Organizational factors encompass the structural and systemic elements within schools that influence teachers' job performance. Effective school leadership is a critical determinant of teacher success. Leithwood et al. (2006) identified transformational leadership as particularly influential, where leaders inspire and empower teachers to improve their practice. Principals who provide vision, support, and resources create an environment conducive to professional growth and innovation. Transformational leaders also foster a culture of trust and collaboration, which enhances teachers' morale and job satisfaction.

Access to meaningful professional development opportunities is another crucial organizational factor. Darling-Hammond et al. (2017) emphasize that professional development should be ongoing, collaborative, and aligned with teachers' needs and school goals. When teachers engage in high-quality professional learning, they gain new skills, strategies, and insights that enhance their teaching effectiveness. Professional development also helps teachers stay updated with the



latest educational research and technological advancements, ensuring that their instruction remains relevant and impactful.

Excessive workload, however, poses a significant barrier to teacher performance. Kyriacou (2001) found that heavy responsibilities related to lesson planning, grading, and administrative tasks can lead to stress, fatigue, and burnout. Teachers often struggle to balance their instructional duties with non-teaching responsibilities, resulting in diminished productivity and reduced job satisfaction. Addressing workload issues through efficient resource allocation, task prioritization, and workload redistribution is essential for maintaining teacher well-being and performance.

A positive school climate is another critical organizational factor that influences teachers' job performance. According to Thapa et al. (2013), schools with supportive climates characterized by collaboration, trust, and mutual respect have lower rates of teacher turnover and higher levels of student achievement. Conversely, negative climates marked by conflict, mistrust, and lack of support can hinder teacher performance and student success. Creating a positive school climate requires intentional efforts from school leaders, teachers, and other stakeholders to foster a sense of community and belonging within the school environment.

Environmental Factors

Environmental factors refer to external conditions beyond the immediate school setting that influence teachers' job performance. Societal expectations regarding education can exert significant pressure on teachers to meet certain standards or outcomes. While accountability systems aim to improve educational quality, excessive emphasis on standardized testing can lead to teaching-to-the-test practices, reducing instructional flexibility and creativity (Amrein-



Beardsley, 2011). This focus on test scores may undermine teachers' ability to address the holistic needs of their students, leading to dissatisfaction and frustration.

Parental involvement is another critical environmental factor that affects teachers' job performance. Epstein (2018) argues that when parents actively participate in their children's education, teachers benefit from increased support and collaboration. Schools that foster strong home-school partnerships create a more cohesive learning community, where teachers and parents work together to support student success. Parental involvement also enhances teachers' understanding of their students' backgrounds and needs, enabling them to tailor their instruction accordingly.

Resource availability is a fundamental environmental factor that impacts teaching quality and student achievement. Adequate resources, including materials, technology, and facilities, are essential for effective teaching. Resource scarcity can limit teachers' ability to implement innovative strategies and provide equitable learning opportunities for all students. Pashiardis (2009) notes that resource allocation significantly influences teaching quality and student outcomes. Schools must ensure that teachers have access to the necessary tools and technologies to deliver high-quality instruction and support diverse learners.

Teachers' job performance is shaped by a complex interplay of personal, organizational, and environmental factors. By addressing these factors through targeted interventions and supportive policies, schools can enhance teacher effectiveness, promote student success, and foster a positive educational environment.

2.11 Theoretical Framework

Organizational Climate Theory (OCT) is a framework that elucidates how the work environment influences individuals' behaviours, attitudes, and performance within an organization. The theory was initially developed by Litwin and Stringer (1968) and later refined in educational contexts by Hoy and Miskel (1991). The theory posits that an organization's climate consists of shared perceptions, attitudes, and emotions that shape the work environment and subsequently determine employee behaviour. In educational settings, school climate is a specialized application of OCT, encompassing the overall atmosphere within a school, including factors like leadership style, teacher relationships, student behaviour, administrative support, and resource availability. A positive school climate fosters motivation, engagement, and commitment among teachers, whereas a negative school climate can lead to stress, job dissatisfaction, and decreased performance (Hoy, Tarter, & Kottkamp, 1991).

Organizational Climate Theory identifies several dimensions that contribute to a school's climate, directly impacting teacher job performance. One key component is leadership style, which significantly influences the school climate. Supportive leadership that encourages collaboration and provides necessary resources fosters a positive climate, thereby enhancing teacher motivation and job satisfaction (Hoy & Miskel, 2005). In contrast, autocratic or unsupportive leadership can lead to frustration, stress, and low morale among teachers, negatively affecting their performance. Additionally, collegial relationships and collaboration play a crucial role in shaping school climate. A collaborative environment where teachers support each other enhances job satisfaction and performance (Shindler et al., 2016). Conversely, isolation or conflicts among staff can diminish motivation and hinder effective teaching practices.





Communication patterns within a school also significantly impact its climate. Open communication between school leaders, teachers, and staff ensures that teachers feel valued, boosting their commitment and effectiveness (Collie, et al., 2012). On the other hand, poor communication can result in misunderstandings, lack of trust, and frustration, all of which negatively impact teacher performance. The workload and job expectations are another dimension of school climate. A reasonable workload and clear expectations promote efficiency and high performance among teachers. However, excessive workload without adequate support can lead to burnout, stress, and decreased job performance (Taris & Schaufeli, 2015).

Student behaviour and discipline within a school are also vital in determining school climate. Schools with good student discipline and respect for teachers create a conducive environment for instruction, which enhances teacher performance (Mitchell, et al., 2010). In contrast, disruptive student behaviour and lack of effective disciplinary policies contribute to a stressful work environment, adversely affecting teacher effectiveness. Moreover, the availability of resources and infrastructure is crucial in shaping the school climate. Adequate teaching materials, technology, and physical infrastructure facilitate a positive school climate, making it easier for teachers to perform effectively (Brennan, 2015). The lack of these resources can frustrate teachers, reducing their effectiveness in delivering quality education.

This study, which investigates the relationship between school climate and teacher job performance in public Junior High Schools (JHS) in East Gonja Municipality, Ghana, finds Organizational Climate Theory highly relevant. The theory provides a structured approach to analyzing how different aspects of school climate influence teacher motivation, satisfaction, and effectiveness. According to Kythreotis, et al., (2010), teacher job performance is influenced by both intrinsic motivation (personal drive) and extrinsic factors (school environment). A positive



school climate offers the emotional, social, and professional support necessary for teachers to excel, while poor climates characterized by inadequate leadership, lack of resources, or staff conflicts lead to declines in teacher morale and effectiveness.

Leadership within schools significantly affects teacher performance. Effective leadership fosters higher teacher engagement, improved lesson delivery, and better student outcomes (Hallinger, 2011). In contrast, weak leadership is linked to low morale, high absenteeism, and poor classroom management, which harm student learning. Furthermore, teacher-student relationships, nurtured within a positive school climate, enhance classroom engagement and discipline (Cornelius-White, 2007). A toxic school climate, however, may lead to strained teacher-student interactions, increasing stress and reducing job performance.

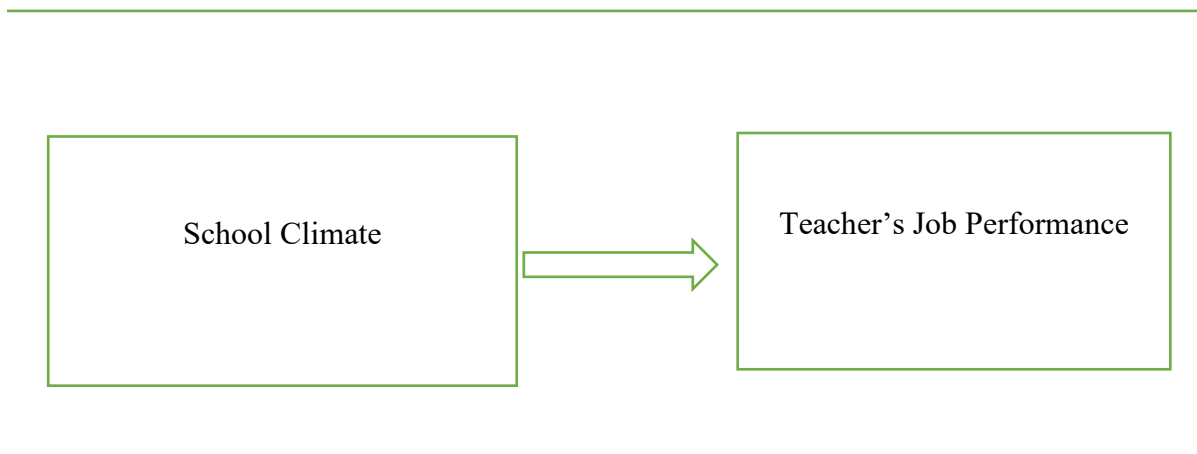
The role of resources in teacher effectiveness cannot be overlooked. Schools with adequate teaching and learning materials create an environment conducive to effective teaching (Bosworth, 2014). Conversely, schools that lack essential resources frustrate teachers, diminishing their productivity and the quality of instruction. Additionally, workplace stress and burnout are minimized in schools with strong administrative support, professional development opportunities, and collaborative work cultures (Maslach & Leiter, 2016). In schools where the climate is negative marked by excessive workloads, poor discipline, and ineffective leadership teachers are more prone to burnout, absenteeism, and reduced efficiency.

Organizational Climate Theory serves as a robust foundation for examining how school climate impacts teacher job performance. A supportive, resource-rich, and well-managed school climate enhances teacher motivation, engagement, and overall job performance. Conversely, a toxic or poorly managed school climate fosters stress, dissatisfaction, and reduced teaching quality. This study will contribute to educational research by identifying the key school climate factors

influencing teacher performance in public Junior High Schools in East Gonja Municipality, Ghana, providing actionable recommendations for improving school conditions and enhancing teacher effectiveness.

2.12 Conceptual framework

The conceptual framework of the study highlights the relationship between school climate and teachers' job performance, emphasizing how the type of school climate influences the level of teachers' job performance.



Author's construct, 2024

Figure 1: Conceptual Framework

School climate refers to the overall atmosphere, values, and interpersonal relationships within an educational institution, which can either foster or hinder teacher motivation, satisfaction, and productivity (Hoy & Hannum, 1997; Thapa et al., 2013). Teachers' job performance, on the other hand, encompasses their ability to fulfill professional responsibilities, including lesson delivery, classroom management, student engagement, and adherence to institutional policies (Stronge,



2018). The framework posits that a positive school climate enhances job performance, while a negative or unsupportive climate may lead to reduced efficiency and job dissatisfaction.

The framework categorizes school climate into different dimensions, such as collegial leadership, teacher professionalism, academic emphasis, and institutional integrity (Hoy et al., 2002). Collegial leadership refers to the supportive and collaborative relationship between school administrators and teachers, which has been found to improve morale and commitment (Leithwood et al., 2008). Teacher professionalism involves the degree of autonomy, mutual respect, and shared decision-making among educators, contributing to a more motivated workforce (Day & Gu, 2007). Academic emphasis pertains to the school's focus on high standards and student achievement, which can drive teachers to perform better (Hoy & Sabo, 1998). Lastly, institutional integrity reflects the level of trust and ethical behavior within the school, influencing teachers' willingness to invest effort in their work (Tschannen-Moran, 2009).

The conceptual model (Figure 1) demonstrates that these dimensions of school climate directly and indirectly affect teachers' job performance. For instance, a school with strong collegial leadership and high academic expectations is likely to foster greater teacher engagement and productivity (Collie et al., 2012). Conversely, a school with poor institutional integrity or weak administrative support may lead to teacher burnout and diminished performance (Maslach et al., 2001). By examining these relationships, the study aims to provide insights into how school administrators can cultivate a positive climate to optimize teacher effectiveness and, consequently, student outcomes.



2.13 Empirical Review

The empirical review of this study encompasses an analysis of the relationship between school climate and teacher job performance, the impact of school climate on students' academic achievement, and a review of the various types of school climate.

2.13.1 School Climate and Teachers Job Performance

Bentil's (2021) study on school climate and teacher job performance investigates how the school climate impacts teacher job effectiveness in educational institutions in the Shama district of Ghana. According to Bentil (2021), the study investigates how the school environment influences teacher job performance in Ghanaian educational institutions. Using Halpin and Croft's dimensions of organizational climate, the study surveyed 585 respondents using sequential explanatory mixed method design. The results showed that open climate was the dominant climate, followed by autonomous, controlled, familiar, paternal, and closed climates. Teachers generally rated their job performance as very good. School climate was a good predictor of teacher job performance. However, familiar climate contributed most to teachers' job performance, followed by open and controlled climates. The study recommends that headteachers and teachers be aware of their interpersonal relationships and strengthen the climate in their schools, particularly familiar, open, and controlled climate traits, to achieve educational goals and objectives.

Nkechi (2022) examined the relationship between paternal school climate and teachers' job commitment in public secondary schools in Ebonyi State. The study involved 5,939 teachers and utilized a teacher assessment scale on school climate and job commitment. The instrument was validated by experts and tested using linear regression. Results revealed a positive relationship between paternal school climate and teachers' job commitment in Ebonyi State secondary schools.



The study recommended that government agencies responsible for secondary education provide schools with necessary resources to create conducive learning environments.

Adejumobi and Ojikutu (2013) conducted a study on school climate and teacher job performance in Lagos state Nigeria. The study looked at how job performance of teachers and school climate related to secondary schools in Lagos State. Using a multistage cluster sampling technique, a sample of 1804 pupils, 238 instructors, and 18 principals were obtained by dividing Lagos state into six school districts. The Teacher, Organizational Climate Description Questionnaire (OCDQ), and Teacher Job Performance Questionnaire (TJPAQ) were the instruments used to gather information from the respondents. The following variables affect teacher job performance: availability of facilities; class size; leadership style; motivating techniques; and teacher morale, are all shown to interact with one another in a log-linear model that was fitted.

According to Arogundade (2018), School Factors as Correlates of Secondary School Teachers' Job Performance in Ekiti State, Nigeria. The study examined the relationship between school factors and teachers' job performance in Ekiti State public secondary schools. The population included 7,538 students and 203 school principals. The study used two questionnaires: School Factors Questionnaire (SFQ) and Teachers Job Performance Questionnaire (TJPQ). The results showed a significant relationship between school factors and teachers' job performance, with teachers' job performance being moderate. The study recommends that all education stakeholders should focus on improving school factors to enhance teachers' job performance. The reliability coefficients for both questionnaires were 0.90 and 0.85, respectively.

Moreover, Nkechi (2020) conducted a comparative analysis of school climate and teachers' commitment in public and private secondary schools in Ebonyi State. The study encompassed



10,360 teachers from 418 secondary schools, employing proportionate stratified random sampling. Data were collected using the "School Climate and Teacher Commitment Questionnaire (SCTCQ)." Results indicated that school climate significantly influenced teachers' commitment in both public and private schools, with public schools characterized by open, controlled, autonomous, and familiar climates, while private schools exhibited open, controlled, paternal, autonomous, and closed climates. The study found no significant disparity in teachers' perceptions of prevalent school climate types or their levels of commitment between public and private schools. Recommendations include implementing policies and strategies to foster positive and open school climates for favourable outcomes.

According Noori, et al., (2021) the influence of school climate on high school teachers' job performance in a conflict-affected country. This study explores the impact of school climate on teachers' job performance in Afghanistan, a conflict-affected country. Using a survey questionnaire, the study found a positive correlation between school climate and job performance among public high school teachers. The satisfaction level varied by demographic factors such as gender, educational qualification, age, and working experience. The findings suggest that policy development to promote a peaceful learning environment can improve student outcomes, teachers' job performance, and school effectiveness. Future research may qualitatively examine schools in different parts of the country.

According to Yuan and Chayanuvat (2022) the relationship between teachers' perception towards school climate and their job performance. The study examined the relationship between teachers' perception of school climate and their job performance at a secondary school in Bangkok. 143 full-time teachers participated, and the research instrument was a 43-item questionnaire. Factors such

as teaching job, income, working conditions, self-esteem, intrinsic rewards, interpersonal relationships, policies, and management were considered. The results showed a positive attitude towards school climate, with a significant relationship between teachers' perception and job performance. The study highlighted the importance of schools as learning organizations to provide healthy working conditions, teacher professional development, and retention of qualified teachers based on job performance for quality education.

In Gunbayi's (2007) study examining school climate and teachers' perceptions, a total of 381 teachers 171 from Afyon and 210 from Usak were surveyed during the 2001-2002 academic year. The findings indicated that teachers from nine urban schools characterized their school climate as open in terms of team commitment, organizational clarity, intimacy, support, autonomy, and interpersonal conflict, although they described the climate as moderate regarding risk and reward.

Moreover, teachers working in art, music, and physical education were found to operate within a more favourable open school climate compared to those in other subject areas. These teachers also tended to be male, single, older, and had fewer years of seniority. Based on these observations, the study recommended that educators should be encouraged to cultivate and maintain an open school climate within their institutions.

2.14 Summary of Literature Review

This chapter provided a comprehensive review of the literature relevant to the study of school climate and its influence on both teachers' job performance. It explored various dimensions of school climate. The chapter began with a conceptual review of studies examining the relationship between school climate and teachers' job performance. Research from different countries such as

Nigeria, and Afghanistan emphasized the importance of a conducive school environment in enhancing teacher commitment, job performance, and overall job performance.

Several studies indicated that factors such as classroom discipline, teacher-student relationships, and school facilities significantly affect student achievement. Studies revealed that these factors, along with the school climate, played a crucial role in determining teacher performance. Theoretical and conceptual frameworks were also presented, with Organizational Climate Theory (OCT) being highlighted as a foundation for understanding how school climate influences behaviour, motivation, and performance. According to this theory, teachers' job performance can be enhanced through positive observational learning and self-efficacy, which are shaped by a supportive school environment. In conclusion, the chapter demonstrated that school climate is a critical factor in both teachers' job performance. It stressed the need for creating a positive school climate to enhance teacher performance.



CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter focuses on the philosophy underpinning the study, research approach, research design, population, sampling and sampling techniques, sample determination, data collection instruments, data collection procedures, and ethical considerations.

3.2 Philosophy of the Study

The research philosophy that underpinned the study is the pragmatic philosophy, which was proposed by Auguste Comte (1798 – 1857). Comte argued that knowledge should be based on empirical observation and scientific reasoning, and that the purpose of knowledge is to serve human progress and improve society. This aligns with the pragmatic principle that ideas and theories should be evaluated by their practical consequences. According to Collis and Hussey (2014) pragmatism serves as a philosophical orientation toward conceptualizing, hypothesizing, and justifying theories. It involves research designs that prioritize operational decisions based on what is most effective in addressing the research questions at hand (Halfpenny, 2014).

In the perspective of pragmatism, the research question holds paramount importance, as it dictates the merging of both positivist and interpretivist viewpoints within a single study (Matta, 2015). The Pragmatism, as a research paradigm, avoids delving into contentious philosophical concepts such as truth and reality. However, it acknowledges the potential existence of multiple realities open to scientific exploration (Creswell & Clark, 2011). A key tenet of pragmatic philosophy is the belief that knowledge and reality are constructed socially through beliefs and habits (Yefimov,



2015). This philosophy is commonly associated with mixed methods research, where emphasis is placed on the research questions and outcomes (Creswell & Clark, 2011).

The pragmatic philosophy was chosen because of its alignment with the methodological features of both quantitative and qualitative research. As noted by Creswell (2014), pragmatism is well-suited for mixed-method research. Thus, seeking to balance deductive logic in quantitative research and inductive logic in qualitative research, the pragmatic paradigm offers a suitable philosophical standpoint for guiding the research methodology of this study, with a central focus on the research question and the researcher's perspective on knowledge and reality (Teddlie & Tashakkori, 2010).

3.3 Research Approach

The study adopted a mixed-methods research approach, which integrates both qualitative and quantitative research methodologies to provide a more robust and comprehensive understanding of the research problem (Creswell & Creswell, 2017). This approach was chosen to capitalize on the strengths of both paradigms while compensating for their limitations. The quantitative component involved the use of structured questionnaires to collect numerical data on teachers' perceptions of school climate and its influence on their job performance. This allowed for statistical analysis to identify patterns, correlations, and generalizable findings across the study population.

In contrast, the qualitative component employed semi-structured interviews with a purposively selected group of teachers and administrators. This enabled the researcher to gain deeper insights, personal experiences, and contextual factors that may not have emerged through quantitative means alone. The combination of both approaches ensured triangulation, thereby enhancing the



credibility, validity, and reliability of the research findings. By corroborating evidence from multiple sources, the study was better positioned to make informed and evidence-based recommendations for improving school climate and supporting teacher performance. The mixed methods design also allowed for a richer interpretation of results, where statistical trends could be explained and enriched through qualitative narratives

3.4 Research Design

The research design employed was the sequential explanatory design, a type of mixed-methods approach in which quantitative data is collected and analysed first, followed by qualitative data collection to help explain or expand upon the quantitative results (Creswell & Plano Clark, 2018). This design was appropriate for the study because it allowed the researcher to first gather data on teachers' perceptions of school climate and job performance through a structured questionnaire administered to a larger population. The results from this phase were then used to guide in-depth interviews, which provided deeper insight and context to the statistical trends observed.

The sequential explanatory design is particularly suitable when the research seeks to test relationships or measure variables quantitatively first and then clarify or elaborate on those findings through qualitative analysis. One of the key strengths of this design is its ability to enhance interpretation and offer richer explanations of quantitative results (Dawadi et al., 2021). The initial quantitative phase helps establish general patterns or relationships, while the follow-up qualitative phase enables the researcher to explore participants' experiences, perceptions, or reasons behind the patterns revealed.

In the context of this study, the explanatory design provided a clear structure for integrating quantitative and qualitative data. The quantitative findings provided a foundation for identifying

key themes and areas requiring further exploration, while the qualitative phase enabled the researcher to understand the nuanced ways in which school climate affects teacher job performance. This approach supports the development of evidence-based conclusions and actionable recommendations for educational policy and school leadership practices (Creswell & Poth, 2018; Golafshani, 2003).

3.5 Population

In the words of Shukla (2020), the population generally refers to an extensive collection of individuals or objects that is the primary focus of a scientific inquiry. The population consisted of all head teachers and teachers at the public junior high schools in the eight circuits of East Gonja Municipality. The population of interest was 32 head teachers and 579 teachers in the East Gonja Municipality. Details regarding the population distribution of the two categories of respondents in the junior high schools are presented in Table 1.

Table 1: Teachers and Headteachers in the Junior High Schools

Name of Circuit	Teachers No.	Headteachers No.
Urban A	90	5
Urban B	93	5
Urban C	108	6
Urban D	76	4
Bau	34	2
Makango	70	4
Aburmase	72	4
Kafaba	36	2
Total	579	32

The headteachers were included in the study because they were responsible for the overall management and administration of the school and were knowledgeable about the practices that affect school climate and teacher's job performance. The teachers were also included because they

were responsible for the first-hand experience dealing with the day-to-day challenges and successes within the school. Their first-hand experiences provide valuable insights into the effectiveness of school policies, leadership, and support systems, which are integral components of the school climate. Therefore, combining the perspectives of headteachers and teachers can provide a more comprehensive picture of the issues related to school climate and teacher job performance in the East Gonja Municipality.

3.6 Sample and Sampling Technique

Sampling is the process of selecting a subset of individuals or units from a larger population to make inferences or generalizations about a population (Moshin, 2016). In research, sampling is used when studying an entire population is impractical or impossible, allowing researchers to draw conclusions about the population based on data collected from a representative subset. Researchers select a representative sample that reflects the characteristics of the target population (Buchstaller & Khattab, 2013).

To determine the sample size for the study, including both headteachers and teachers, for the quantitative part, the Krejcie and Morgan's (1970) sample size determination table was used, as the population sizes of headteachers and teachers were known. Hence with the population of 32 headteachers and 579 teachers, the sample size used for the study based on the sample size determination table was 29 headteachers and 230 teachers. To ensure fair representation of respondents in the study and since the junior high schools in the study area have been stratified into 8 circuits, the researcher adopted the proportionate stratified random sampling technique to select the 29 headteachers and 230 teachers to participate in the study. To calculate the

proportionate allocation for each circuit (Stratum), the stratified sampling formulae were used as follows;

$$a = \frac{x}{p} \times s$$

where;

$a =$ allocation for each stratum

$x =$ sample size

$p =$ total population

$s =$ Stratum size

For instance, to calculate the allocation of teachers for the Urban “A” circuit using the stratified sample formula is;

$$a = \frac{230}{579} \times 90$$

$$a = 35.8$$

$a = 35.8$ approximately to 36, hence 36 teachers sampled from the circuit as shown in

Table 2: Sampled Headteachers and Teachers Participants

Name of Circuit	Teachers No.	Sampled Teachers	Headteachers No.	Sampled Headteachers
Urban A	90	36	5	4
Urban B	93	37	5	4
Urban C	108	43	6	5
Urban D	76	30	4	4
Bau	34	13	2	2
Makango	70	28	4	4
Aburmase	72	29	4	4
Kafaba	36	14	2	2
Total	579	230	32	29

After this, the simple random sampling technique was used to randomly select units from each circuit within the strata allocations already calculated. The researcher achieved this by writing all



the names of the headteachers and teachers and placing them in their respective bowls according to the strata (circuits), and then randomly selecting schools to avoid bias. In the case of qualitative sampling the convenience sampling was used to select 29 headteachers for the study due to its practicality and accessibility. This non-probability sampling technique enabled the researcher to gather data from participants who were readily available and willing to participate in the study within the limited time and resource constraints (Etikan, Musa, & Alkassim, 2016). Given the geographical spread and workload of headteachers, convenience sampling provided an efficient means of obtaining relevant insights without disrupting their schedules, while still capturing diverse experiences related to school climate and teacher job performance.

3.7 Data Collection Instruments

The researcher used questionnaires and interview guides to gather data for the study. This mixture of data sources enables reliability in case of the quantitative research and trustworthiness of the instrument in terms of the qualitative aspect (Merriam & Tisdell, 2015; Yin, 2009).

3.7.1 Questionnaire

A research questionnaire is a systematically organized collection of questions aimed at gathering information from participants regarding their attitudes, beliefs, behaviours, or characteristics. It usually includes a combination of open-ended and closed-ended questions, tailored to meet specific research goals (Creswell, 2014). The study adapted the Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1963) and the Teachers' Job Performance Self-Rating Questionnaire (TJPSQ) created by Underwood (2004), with modifications made to fit the current research context. The questionnaire was divided into sections, with Section A focusing on gathering demographic details of the participants, such as gender, age,



and experience. Sections B and C were dedicated to collecting data on the OCDQ and TJPSQ, respectively. The OCDQ, as proposed by Halpin and Croft, identifies six types of organizational climates: closed, paternal, familiar, controlled, autonomous, and open. The TJPSQ evaluates four aspects of teachers' job performance: teaching skills, management skills, discipline, and regularity.

3.7.2 Semi-structured interview

A semi-structured interview was used to gather data from the headteachers and the teachers. The merits of semi-structured interviews are that they emphasize pre-determined key questions on the area to investigate. Additionally, it provides an opportunity for follow-up responses as needed (Gibson et al., 2013). Semi-structured interviews also allow participants to feel more comfortable expressing their thoughts and experiences, hence promoting a more natural and open conversation (Creswell & Creswell, 2017). However, analysing data from semi-structured interviews can be complex due to the variability in responses, requiring a more in-depth and time-consuming analysis (Miles, et al., 2018). Also, the interviewer's influence and biases may impact the direction of the interview and participants' responses (Kvale & Brinkmann, 2009). However, considering the numerous benefits of the instrument over its limitations, the semi-structured interview was deemed appropriate for the study, as it provides rich and in-depth information that might not be captured by other research instruments.

3.8 Validity of the Instrument

To ensure the validity of the interview guide and structured questionnaire, both face and content validity were assessed. Experts in educational administration reviewed the instruments to confirm that the items aligned with the study's objectives and adequately covered the constructs under investigation (Creswell & Plano-Clark, 2018). A pilot test was conducted with a small group of participants similar to the study's target population to evaluate the clarity and relevance of the

items. Feedback from the pilot study informed revisions to improve the accuracy and appropriateness of the instruments (Fraenkel et al., 2019).

3.10 Reliability of the Instrument

The reliability of the instruments was established through a combination of measures. For the structured questionnaire, internal consistency was evaluated using Cronbach's alpha after a pilot study was conducted in two junior high schools in the Northeast District. The obtained reliability value was 0.8. According to Pallant (2016) and Field (2018), a Cronbach's Alpha Coefficient of 0.7 and above is reliable and acceptable for educational research. For the interview guide, a test re-test reliability was used. Test-retest reliability is a method used to assess the consistency of an interview instrument by administering it to the same participants on two separate occasions under similar conditions. The goal is to compare the responses from both administrations and evaluate the level of agreement or correlation between them. A high degree of similarity or correlation between the two sets of responses indicates strong test-retest reliability, suggesting that the instrument produces stable and consistent results over time. To apply this method, the researcher conducted a pilot test by interviewing a small group of participants different from those involved in the main study twice, with a one-week interval between sessions. These participants were selected from the same target population to ensure the relevance of feedback but were not included in the final sample to avoid bias.

The similarity of responses was analysed using statistical measures such as Pearson's correlation coefficient or the Intraclass Correlation Coefficient (ICC), which quantify the degree of consistency between the two administrations. This approach helped ensure that the interview instrument yields dependable and replicable data, enhancing the overall reliability of the research findings.



3.10.1 Development and Validation of the Interview Instrument

The interview instrument was developed to collect in-depth qualitative data on how school climate influences teachers' daily work attitudes, commitment, zeal, motivation, ethics, and professionalism in public junior high schools in the East Gonja Municipality. The instrument consisted of semi-structured, open-ended questions designed to encourage participants to share their lived experiences and perspectives in their own words, a method widely recommended for exploring complex human and social phenomena (Creswell & Poth, 2018; Kvale & Brinkmann, 2015). Questions were organized into thematic areas, including teacher commitment and punctuality, professional ethics, enthusiasm for instructional delivery, and the role of school leadership and collegial relationships in shaping professional conduct.

In accordance with qualitative research principles, steps were taken to ensure the trustworthiness of the data (Lincoln & Guba, 1985). Credibility was enhanced through prolonged engagement with participants, the use of probing questions for clarification, and member checking to verify interpretations of responses (Birt et al., 2016). Dependability was addressed by maintaining a detailed audit trail documenting the research process, including the development and refinement of interview questions (Nowell et al., 2017). Confirmability was supported through reflexive journaling to minimize researcher bias and by ensuring that findings emerged directly from participants' narratives rather than the researcher's assumptions (Shenton, 2004). Transferability was facilitated by providing rich, thick descriptions of the research context and participants' experiences, enabling readers to assess the applicability of the findings to similar settings (Polit & Beck, 2014).

The interview instrument underwent expert review by two specialists in educational research to ensure clarity, contextual relevance, and alignment with the study objectives. Feedback from these



experts informed minor revisions, strengthening the instrument's ability to elicit meaningful responses regarding the interplay between school climate and teachers' professional engagement.

3.11 Data Collection Procedure

The data collection process for this study was meticulously planned and executed to ensure the validity and reliability of the findings. The procedure comprised several stages, each of which contributed to the successful collection of data.

Before data collection commenced, the researcher obtained permission from the University for Development Studies. An introductory letter from UDS was subsequently sent to the Ghana Education Service (GES) office in East Gonja, requesting official permission. The permission granted by the GES office in the East Gonja facilitated the approval process with school authorities in the municipality. Formal letters detailing the purpose of the study were submitted to the various schools (head teachers and teachers), and approval was granted. Additionally, participants were informed about the study and assured that their participation was voluntary. Consent was obtained from all participants after they were briefed about the study's objectives and procedures.

This process minimized bias and ensured that the sample accurately reflected the study population (Moshin, 2016).

The distribution of questionnaires was carried out personally by the researcher, who visited the schools within the eight circuits of the East Gonja Municipality. Participants were allowed one week to complete the questionnaires, minimizing disruption to their daily teaching schedules. After the allocated time, the researcher revisited the schools to collect the completed questionnaires. A checklist was used to ensure that all distributed questionnaires were accounted for, minimizing the risk of missing data.





Semi-structured interviews were conducted with selected participants of headteachers and teachers. Interviews were scheduled at times convenient for the participants to ensure minimal disruption to their teaching activities. The interviews were conducted in a quiet and private setting within the schools, which encouraged participants to share their experiences and perceptions openly (Creswell & Creswell, 2017).

The interviews were guided by a standardized set of open-ended questions, with follow-up questions introduced when necessary to explore participants' responses in greater depth. Each interview lasted approximately 30 to 45 minutes. To ensure accurate data capture, the interviews were audio-recorded with participants' consent, and detailed field notes were also taken. This dual approach to data collection enhanced the richness of the qualitative data and supported its subsequent analysis (Gibson et al., 2013).

The questionnaire data provided quantitative insights into the school climate and teacher job performance, while the interviews offered qualitative depth by capturing the participants' experiences and perceptions. This approach enhanced the validity and reliability of the findings, as it allowed for cross-verification of results from different data sources (Merriam & Tisdell, 2015; Yin, 2009).

3.12 Data Analysis

According to Creswell and Plano-Clark (2018), data analysis can be likened to the process of exploring, organizing, and interpreting information to gain insights and make sense of the world around us. Just as we sift through different pieces of information in our daily lives to understand situations better, data analysis involves systematically examining data to extract valuable knowledge and inform decision-making. In the study, both quantitative and qualitative data were collected and analysed. The demographic data was analysed using frequencies and percentages.

The purpose was to provide an overview of the sampled participants in the survey data. The questionnaires were analysed quantitatively using descriptive and inferential statistics. Descriptive statistics, including mean and standard deviation and inferential statistics (linear regression), were utilised to address research questions 1 and 2, respectively. For research question 3, a thematic analysis was used to analyse the data. Qualitative data was subjected to themes. Thematic analysis is a method that is used to identify, analyse, and interpret patterns or themes within qualitative data. The approach that was followed in presenting the data analysis was based on combining quantitative statistical results with qualitative findings to better comprehend the diverse opinions expressed and arrived at meaningful conclusions. The analysis of the data was done per the study's specific research questions. The data analysis validated the research questions and hypotheses upon which the investigation rested. 1.00-1.49 = Very Low; 1.50-2.49 = Low; 2.50-3.49 = Moderate; 3.50-4.49 = High; 4.50-5.00 = Very High, according to the mean score (Pallant, 2016).

3.13 Ethical consideration

The privacy and confidentiality of participants was ensured. The study's objectives, advantages, and disadvantages of the study was explained to the respondents, and the respondents were made aware that the information provided was purely for academic purposes and work and that their identities would not be revealed to the public. Respondents were also informed about their right to withdrawn from the study at any given time if they desire so.

Ethical principles were strictly observed throughout the conduct of this research to ensure the protection, dignity, and rights of all participants. The study adhered to institutional ethical standards and guidelines for research involving human subjects.



Before any data was collected, participants were fully informed about the nature and purpose of the study. This included the study's objectives, potential benefits, any foreseeable risks, and how the data would be used. Participants were given the opportunity to ask questions and seek clarification before voluntarily agreeing to take part in the study. Consent was obtained in writing or verbally, depending on the context and participant preference.

To maintain participant confidentiality, no names or personally identifying information were recorded or disclosed in the final research report. All data collected was securely stored and accessible only to the researcher. Codes were used in place of names to anonymize responses. Results were reported in aggregate form to ensure individual responses could not be traced back to any participant. Participation in the study was entirely voluntary. Participants were clearly informed of their right to withdraw from the study at any stage without any penalty or consequences. They were assured that their decision to decline or discontinue participation would not affect them in any way.

All efforts were made to minimize any potential emotional, psychological, or reputational risks to participants. The study did not involve any sensitive questions or procedures that could cause distress. Where applicable, participants were debriefed at the end of their involvement in the study. To ensure trustworthiness, the research process was transparent and rigorous. Data collection tools were piloted to test their reliability, and participant responses were accurately recorded and interpreted. Member checking was conducted where possible, allowing participants to review and confirm their responses. Triangulation was also employed, using both quantitative and qualitative methods to enhance the credibility and dependability of findings.

3.14 Chapter Summary

This chapter outlined the research methodology employed in the study, detailing the mixed-method approach, exploratory sequential research design, and the processes for population selection and sampling. The population consisted of headteachers and teachers in public junior high schools in the East Gonja Municipality, with stratified and simple random sampling techniques used to ensure representativeness. Data were collected using questionnaires and semi-structured interviews, both of which underwent validity and reliability checks through expert reviews, pilot testing, and statistical measures like Cronbach's alpha. Ethical considerations, including informed consent and confidentiality, were prioritized throughout the process. The triangulation of quantitative and qualitative data ensured comprehensive insights. This structured approach to methodology provided a robust foundation for addressing the research objectives.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This Chapter provided a detailed description of the results and discussion, the analysis of the demographics of respondents, and research questions one, two and three were done in this chapter. Questionnaire distributed has a 100% return rate.

4.1 Demographics of Respondents

The demographic data of the respondents in this research includes key characteristics that provide insights into the composition of the sample population. Understanding these characteristics is crucial for contextualizing the findings and interpreting the results in light of different teacher profiles.

Table 3: Demographic Characteristics of Participants

Demographic Category		Frequency	Percentage
Nature of Respondents	Headteacher	29	11.2%
	Teacher	230	88.8%
Gender	Male	140	54.0%
	Female	119	46.0%
Age	20- 29	42	16.2%
	30-39	89	34.3%
	40-49	82	31.7%
	50-60	46	17.8%
Years of Teaching Experience	0- 5 years	45	17.4%
	5-10 years	90	34.7%



	11-20 years	85	32.8%
	Above 21 years	39	15.1%
Highest Degree Obtained	Master's Degree	21	8.1%
	Bachelor's Degree	238	91.9%

The sample of 259 respondents is composed of 230 teachers (88.8%) and 29 headteachers (11.2%). This distribution reflects a predominantly teacher-based sample, with headteachers representing a smaller proportion, which is typical in educational research, where the teaching staff usually forms the majority of the workforce.

The gender breakdown indicates a relatively balanced distribution, with 140 males (54.0%) and 119 females (46.0%). This suggests that the sample is slightly skewed toward male respondents, although the difference is not substantial. The gender distribution is important because it could reflect broader trends in the gender composition of the teaching profession in this setting. The slight male majority could indicate a gender disparity, although in many countries, the teaching profession has seen increasing female participation over recent decades.

The age distribution is diverse, with a broad spread of respondents across different age groups. The largest group is those aged 30-39 years (34.3%), followed by 40-49 years (31.7%). This suggests a workforce with significant experience, as these age groups typically represent individuals who have been teaching for several years but are not yet at the peak of their careers. A substantial portion, 42 respondents (16.2%), are under 29 years old, which indicates a fair number of early-career teachers in the sample. Meanwhile, the group aged 50-60 years (17.8%) suggests that there is a portion of senior teachers nearing retirement, which is critical for





understanding the generational dynamics and potential future challenges, such as teacher turnover.

The distribution of years of teaching experience shows that the sample is mostly composed of teachers with moderate to extensive experience. The largest group consists of those with 5-10 years of experience (34.7%), followed by those with 11-20 years of experience (32.8%). These groups reflect a cohort of teachers who are likely to be well-established in their careers, with a good balance of experience and possibly some leadership or mentoring roles. A smaller proportion, 45 respondents (17.4%), have less than 5 years of experience, indicating the presence of relatively new teachers who may bring fresh ideas and perspectives. Only 39 respondents (15.1%) have more than 21 years of experience, which suggests a modest number of highly experienced educators in the sample, potentially reflecting a mix of both seasoned expertise and newer approaches to teaching.

Regarding the highest degree obtained, the overwhelming majority, 21 respondents (8.1%), hold a Master's degree, while 238 respondents (91.9%) have a Bachelor's degree. The absence of a Doctorate in the adjusted table indicates a strong educational background among the respondents, with many having pursued advanced studies beyond the undergraduate level. This is a positive indicator of the professional development within the sample and suggests that most teachers are likely to have specialized knowledge and skills in their subject areas. The relatively high number of Master's degrees could also reflect the growing emphasis on advanced qualifications in the teaching profession.

The sample shows a well-experienced workforce, with a clear majority of respondents having between 5 to 20 years of teaching experience. This suggests a stable, knowledgeable teaching staff with the capacity to bring both experience and continuity to the school system. However, the



presence of early-career teachers (under 5 years) indicates that the profession is also attracting new talent, which is essential for ensuring long-term sustainability.

With the majority of respondents holding a Master's degree, it is clear that there is a significant emphasis on professional and academic development in this educational setting. This advanced educational attainment may enhance teaching quality and provide a foundation for higher-level roles such as leadership or administration.

Overall, the sample is diverse in terms of age, experience, and qualifications, with a solid representation of both novel and more experienced teachers. The gender balance, while slightly favouring males, is relatively equal, and most respondents hold advanced degrees, suggesting a highly educated and professional workforce. However, the data also points to potential challenges in teacher retention, with some indications that both young teachers and long-term, senior teachers may be underrepresented.

Table 4 presents the decision rule for interpreting the mean scores, based on a predefined scale adapted from Pallant (2016), which categorizes mean values into five distinct ranges. These categories help objectively assess participants' responses across various variables. This standardized approach enhances the consistency and clarity of data interpretation throughout the study.

Table 4: Guidelines for the interpretation of the means

Scale	Range	Interpretation
1	1.00-1.49	Very Low
2	1.50-2.49	Low
3	2.50-3.49	Moderate

4	3.50-4.49	High
5	4.50-5.00	Very High

Source: Pallant 2016

4.2 Research Question One

What is the dominant school climate experienced by teachers in public junior high schools in the East Gonja Municipality?

In educational settings, a positive school climate is characterized by a supportive and collaborative environment where teachers feel valued, respected, and equipped to meet the challenges of their profession. On the other hand, a negative school climate may lead to stress, burnout, and reduced job effectiveness. This research question aimed to determine the kinds and the dominant climate that characterize public junior high schools in the East Gonja Municipality. The results of the analysis have been presented in Table 4.

Table 5: Kinds of School Climate in Public Junior High Schools in East Gonja Municipality.

Kinds of Climates	Mean	Std. Deviation
Open Climate	3.88	1.03
Autonomous Climate	3.75	1.31
Controlled Climate	3.69	1.36
Familiar Climate	3.60	1.27
Paternal Climate	3.54	1.11
Closed Climate	3.45	1.19
Overall Climate	3.65	1.21

Source: Field Survey (2024)



Table 4 presents the kinds of school climate in public junior high schools in the East Gonja Municipality. The results revealed that a variety of climates exist in public junior high schools in the East Gonja Municipality. The results in Table 4 revealed that various types of school climates exist in public junior high schools within the East Gonja Municipality. Among the identified school climates, the Open Climate recorded the highest mean score ($M = 3.88$, $SD = 1.03$), indicating its dominance, followed closely by the Autonomous Climate ($M = 3.75$, $SD = 1.31$). The Controlled Climate ($M = 3.69$, $SD = 1.36$), Familiar Climate ($M = 3.60$, $SD = 1.27$), and Paternal Climate ($M = 3.54$, $SD = 1.11$) also had significant representation following in that order. The Closed Climate recorded the lowest mean score ($M = 3.45$, $SD = 1.19$), implying its less dominance in the public junior high schools in the East Gonja Municipality. The overall climate mean score of 3.65 ($SD = 1.21$), based on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), suggests a moderately positive school climate in the municipality.

This interpretation draws from general practices in Likert scale analysis, where the midpoint (in a 5-point scale) is often considered neutral, and scores above 3.0 may suggest a more favourable or positive perception (Joshi et al., 2015; Pallant, 2006; Kusmaryono et al., 2022).

The results indicated that the Open Climate is the most dominant school climate, and the closed school climate was the least kind of climate experienced by teachers in public junior high schools in the East Gonja Municipality. This suggests that many schools foster a collaborative, transparent, and supportive environment where teachers feel encouraged and valued in their roles. This finding is consistent with Benti (2021), who unveiled open climate as the most predominant climate in basic schools. Contrary to Benti's findings, which is in line with the current study, Coda, et al. (2015) noticed in their study that autonomous, controlled, open and paternal school climates were predominant in the schools.



The findings suggest that schools in the East Gonja Municipality have fostered an open and supportive environment where teachers receive encouragement from headteachers in carrying out their duties. In this context, headteachers demonstrate genuine concern for teachers' well-being (Rapti, 2013). Furthermore, the results indicate that teachers in the municipality exhibit tolerance, mutual respect, and attentiveness, striving to meet students' academic and personal development needs. Their dedication to student success highlights their role in shaping students' futures through hard work and commitment. The display of tolerance and respect among teachers is particularly important, as they serve as moral role models for students, reinforcing ethical values and positive behaviour (Watson & Johnston, 2006). Teachers demonstrating these qualities help instill good character and discipline in students.

In addition to the quantitative data, this section presents the qualitative data collected from interviews with headteachers and teachers for the purpose of the study. Insights from interviews with headteachers and teachers further elaborated on their experiences regarding the different school climates within the East Gonja Municipality. The themes that emerged from the transcripts of the interviews are as follows: Open Climate, Autonomous Climate, Controlled Climate, Familiar Climate, Paternal Climate and Closed Climate.

4.2.1 Open Climate

An Open Climate is characterized by a free and collaborative atmosphere where teachers and headteachers work together in decision-making, share responsibilities, and communicate openly. Leadership in such schools is democratic, and teachers feel valued and respected. Two teachers in schools that experience open climate remarked:

In this school, all teachers are actively encouraged to participate in the decision-making process. Whenever a problem arises, the entire staff



collaborates with the headteacher in meetings to reflect and discuss the best possible solutions. The headteacher does not make decisions independently but consistently involves us in finding resolutions. We are always given the opportunity to express our ideas and opinions whenever important matters need to be addressed. Our headteacher is open to all perspectives and values every suggestion when handling school-related issues. [TR 3]

We are all respected and very happy in this school because of our headteacher's approach to dealing with issues. He welcomes every idea and sees it as a good opinion and sometimes even rewards us for sharing our thoughts on issues. [TR 5]

On the other hand, two headteachers also indicated:

I believe that my teachers are professionals and should be given the space to express themselves. I ensure that all decisions in the school are made collectively. In staff meetings, I make sure everyone has the chance to speak, and we make decisions through consensus. [HT 3]

Our school operates on teamwork. I value my teachers' contributions and allow them to take initiatives. I am always open to suggestions because I know that involving teachers makes them more committed to their work. [HT 5]

These remarks suggest that both teachers and headteachers in the school experience an open climate. This implies that such schools foster positive child and adolescent development, effective risk-prevention and health-promotion initiatives, improved student learning outcomes, higher

academic achievement, increased graduation rates, and better teacher retention (Greenblatt, 2013). This finding aligns with the perspective of (Ebrahim & khani, 2014), who emphasized that a supportive organizational climate is essential in motivating teachers to perform their duties effectively, ultimately leading to improved student performance. Thus, the open school climate in the East Gonja Municipality creates a nurturing environment that promotes both teacher growth and academic success.

4.2.2 Autonomous Climate

An Autonomous Climate provides teachers with independence in their work while school leadership offers guidance without micromanagement. Teachers have the freedom to make classroom decisions. Responses from teachers revealed that following:

Our headteacher allows us the freedom to manage our classrooms in our own way. We are not constantly supervised, but we know our responsibilities and ensure we do our work effectively. [TR 2]

In this school, we enjoy professional autonomy. We decide on the best teaching methods to use, and our headteacher only steps in when necessary.

This makes our work less stressful. [TR 6]

Similarly, two Headteachers also stated:

I believe that teachers should be given the space to work independently. I do not interfere in their work unless I observe serious challenges. I trust my staff and expect them to deliver. [HT 2]

In my school, teachers are self-motivated. I do not impose unnecessary supervision because I know they understand their duties. However, I am always available to provide guidance when needed. [HT 6]

These remarks suggest that both teachers and headteachers in the school may be operating within an Autonomous Climate. This type of school climate, as defined in educational literature, is characterized by a high degree of freedom and minimal administrative control. While such an environment can promote teacher independence and allow for flexibility in instructional methods, it can also lead to a reduced sense of professional accountability. According to Halpin and Croft (1963), an Autonomous Climate may encourage teachers to prioritize their personal and social needs over their professional responsibilities, potentially undermining the quality of instruction. This may explain concerns about student academic performance in schools within the East Gonja Municipality. Although autonomy is generally associated with increased motivation and creativity (Deci & Ryan, 2000; Ingersoll, 2003), it is important to distinguish between healthy professional autonomy and a lack of institutional coherence or guidance. Therefore, while some aspects of autonomy can be beneficial, an unchecked Autonomous Climate may hinder effective teaching and learning, emphasizing the need for balanced leadership and accountability mechanisms.

4.2.4 Familiar Climate

A Familiar Climate is characterized by a friendly and informal relationship between teachers and school leaders. There is a sense of camaraderie, and staff members see themselves as a close-knit family. Two Teachers in such climate shared their opinion by indicating:

In this school, the headteacher treats us like family. There is a strong bond among staff, and we interact freely. We even share personal experiences, which makes the working environment less stressful. [TR 1]



Although our school maintains professionalism, there is a relaxed atmosphere. We joke, share meals, and work as a team. It is a place where teachers feel comfortable. [TR 2]

Headteachers also shared a similar view in support of what teachers indicated:

"I make sure my teachers are comfortable. I engage them in discussions beyond school matters, and this builds strong relationships. A happy teacher is a productive teacher." [HT 1]

We work as a family, and I ensure that no teacher feels left out. We celebrate achievements together and support each other in challenges. [HT 2]

These remarks suggest that both teachers and headteachers in the school experience a Familiar Climate. This implies that such schools foster a strong sense of belonging, emotional support, and mutual respect among staff members. The informal and friendly relationships between teachers and headteachers create a stress-free working environment where educators feel valued and appreciated. Research indicates that a positive and cohesive school culture enhances job satisfaction, teacher collaboration, and overall school effectiveness (Hoy & Miskel, 2008). This finding aligns with the perspective of Liu and Onwuegbuzie (2012), who emphasized that when schools cultivate a family-like atmosphere, teachers develop a greater sense of commitment to their work and colleagues. In such environments, open communication and shared experiences strengthen professional relationships, leading to improved teamwork and morale. The implication is that the Familiar Climate observed in some schools within the East Gonja Municipality creates an environment where teachers feel emotionally supported and professionally fulfilled. This sense



of unity and teamwork not only reduces workplace stress but also enhances teacher effectiveness, ultimately contributing to a more dynamic and engaging learning experience for students.

4.2.3 Controlled Climate

A Controlled Climate is one where leadership is strict, and teachers are expected to follow rigid rules and regulations. The school operates under a formal and hierarchical structure. This often results in efficiency but may limit teacher creativity. Two teacher participants who experience the controlled climate said:

Often, my headteacher is anxious to make sure we complete assignments.

Our headteacher imposes strict rules requiring us to complete our job within a set period, and there are no excuses for failing to perform assignments. [TR 2]

While discipline is maintained, sometimes I feel like we focus too much on policies rather than on the actual teaching and learning process. [TR 4]

Similarly, two headteachers who practice controlled climate in their school also indicated:

As a headteacher, I am very keen on ensuring my teachers perform their tasks well. I sometimes have to impose strict rules to compel them to work.

When it comes to the marking of lesson notes and scheme of work, I subject my teachers strictly to the guidelines outlined by the Ghana Education Service. [HT 2]

I believe in structure and order. Without clear rules, teachers may become complacent. That is why I ensure that all school activities follow laid-down procedures. [HT 4]



The quotations, show that the school environment experienced by headteachers and teachers was a controlled school environment with a strong focus on task completion enforced by the headteacher. The headteacher played an active role in overseeing teachers' work, ensuring that all school activities were closely monitored to minimize deviations. This controlled climate encouraged teachers to remain fully committed to their responsibilities and dedicate substantial time to fulfilling their duties (Rapti, 2013). The implication is that the Controlled Climate observed in some schools within the East Gonja Municipality promotes efficiency, accountability, and task completion. While it enforces discipline and ensures that school activities run smoothly, it is essential for school leaders to also consider teacher well-being and motivation to sustain long-term productivity and job satisfaction.

4.2.5 Paternal Climate

A Paternal Climate is one where the headteacher assumes a protective, parental role over teachers. While this may foster care and support, it can also limit teacher independence. Two teachers said:

Our headteacher is supportive but makes most of the decisions alone. Even though he cares about us, we sometimes wish we had more involvement in school affairs." [TR 6]

The school feels like a family, but sometimes it feels like we are being micromanaged. The headteacher assumes the role of a parent, making decisions on our behalf. [TR 7]

Headteachers' responses also reflected similar views

I see my teachers as my responsibility. I guide them both professionally and personally. I make decisions based on what I believe is best for them. [HT 6]

I ensure that all teachers follow my advice. Since I have more experience, I know what is best for them, and I try to steer them in the right direction. [HT 7]

These quotations suggest that both teachers and headteachers in the school experience a Paternal Climate. This implies that while headteachers provide care, guidance, and support, they also exercise significant control over decision-making, limiting teacher independence. These findings confirm the study of Hoy and Miskel (2008) who indicated that such a climate fosters a sense of security and belonging, as teachers feel protected and looked after. However, it can also lead to a lack of professional autonomy, where teachers rely heavily on the headteacher for direction rather than developing independent decision-making skills. This findings from the interview data above aligns with the perspective of Likert (1967), who described paternalistic leadership as a management style where leaders act as benevolent figures, making decisions for their subordinates in what they perceive to be their best interest. While this approach can create a nurturing environment, it may also discourage initiative and professional growth among teachers. Goleman (2000) further explains that a paternalistic leadership style often fosters loyalty and trust but can result in dependency, where teachers feel they have little say in school governance. Additionally, Owens and Valesky (2015)'s supports the findings of this study as they highlighted that in a paternal climate, the headteacher's role extends beyond professional oversight to personal mentorship, which can strengthen relationships but may also lead to micromanagement. Thus, the Paternal Climate observed in some schools within the East Gonja Municipality creates a supportive



yet highly controlled environment. While teachers feel cared for and valued, balancing this approach with greater teacher involvement in decision-making could enhance professional autonomy, empowerment, and overall school effectiveness.

4.2.6 Closed Climate

A Closed Climate is one where there is strict authoritarian leadership, minimal teacher involvement, and low morale. Teachers in such schools often feel unappreciated and demotivated.

Responses from teachers indicated:

In this school, we have no say in decision-making. The headteacher makes all decisions, and we just follow instructions. There is no room for discussions or contributions from teachers. Even when we have good suggestions, they are often ignored. Whenever a problem arises, instead of consulting us, the headteacher implements solutions without asking for our input. This makes us feel like we are just workers who have no stake in how the school operates. Sometimes, we hear about new policies or changes only when they are announced at meetings, leaving us feeling excluded from the school's development. [TR 8]

The working environment here is very stressful. Teachers are often overwhelmed with work, and there is little appreciation from management. Even when we go the extra mile to help students succeed, our efforts are rarely acknowledged. Instead of encouragement, we receive criticism whenever something goes wrong. There is constant pressure to meet unrealistic expectations, and failure to comply with the headteacher's instructions results in harsh reprimands. Many of us feel demotivated, and



some teachers are even considering leaving the school for a better working environment. [TR 9]

Headteachers' Responses also revealed the following

I make decisions without consulting teachers because I believe leadership should be firm. Too much consultation can slow down progress. [HT 8]

My focus is on maintaining discipline and ensuring that rules are followed strictly. There is no room for unnecessary negotiations. [HT 9]

The views from the participants suggest that both teachers and headteachers in the school experience a Closed Climate. This implies that such schools operate under strict authoritarian leadership, with minimal teacher involvement and low morale. Teachers in this climate often feel excluded from decision-making, unappreciated, and demotivated, leading to dissatisfaction and a lack of commitment to their work. Research has shown that authoritarian leadership styles can negatively impact teacher motivation, creativity, and overall school effectiveness (Hoy & Miskel, 2008). This findings from the interview data above on closed school climate aligns with the perspective of Lippitt and White (1943), who categorized leadership into autocratic, democratic, and laissez-faire styles. In a closed climate, leadership is highly autocratic, where decisions are made unilaterally without consulting subordinates. This approach may ensure strict adherence to rules and policies, but it often stifles teacher engagement, limits innovation, and fosters resentment among staff members. Blase and Blase (2001) further argue that schools with rigid hierarchies and authoritarian leadership tend to experience higher teacher turnover, reduced collaboration, and lower overall job satisfaction. Additionally, Owens and Valesky (2015) highlight that in a closed climate, the emphasis on strict discipline and control may lead to a stressful work environment,





where teachers feel undervalued and overburdened. Instead of fostering teamwork and shared responsibility, such a climate creates a hierarchical structure that discourages professional dialogue and growth. Thus, the Closed Climate observed in some schools within the East Gonja Municipality creates a challenging work environment where teachers feel powerless and demoralized. While the rigid structure may enforce discipline and compliance, it is essential for school leaders to adopt a more inclusive and supportive approach to leadership. Encouraging teacher participation, recognizing their contributions, and fostering open communication could help improve morale, job satisfaction, and overall school performance.

Overall, the quantitative data identified the open climate as the dominant school climate in the East Gonja Municipality. However, insights from the interviews revealed that school conditions are not uniform but rather dynamic, changing in response to prevailing circumstances. This indicates that school climates are situational and can shift based on contextual factors. The variability in climates experienced by teachers supports the findings of Fakunle and Ale (2018), who argued that while schools should foster cordial relationships, they must also accommodate characteristics of closed, controlled, paternal, familiar, and autonomous climates to meet educational goals and promote academic excellence. In essence, multiple school climate types can coexist within the same school, shaped by the specific needs and circumstances at any given time.

Given the complexity and dynamic nature of educational institutions, it is both feasible and realistic for numerous school climate types to coexist inside a single school. Teachers, students, administrators, and support staff are among the many stakeholders that make up schools; their roles, relationships, and experiences differ greatly throughout departments, classrooms, and grade levels. In the larger school setting, these variances inevitably produce sub-climates or micro-climates. For example, one department might work in a collaborative and open environment, while

another would work in a more hierarchical and controlled setting. Furthermore, different leadership philosophies are frequently found within the same institution. A headteacher may encourage autonomy in instructional planning while simultaneously enforcing strict discipline policies, resulting in the simultaneous presence of both autonomous and controlled climates. Furthermore, situational demands such as exam periods, resource shortages, or staff changes can temporarily shift the school climate, emphasizing different values such as order, support, or flexibility. Teachers' perceptions of the school climate are also influenced by their own experiences and levels of professional maturity; a more seasoned colleague may see leadership supervision as essential direction, while a freshly hired teacher may see it as unduly domineering. In the end, schools are flexible institutions that react to changing internal and external circumstances. Because of this plasticity, different climate types each influenced by needs, objectives, and contextual realities can coexist. Understanding how the school environment works and how to enhance it to support teacher effectiveness and student outcomes requires an awareness of its complexity.

4.3. Research Question Two

What is the relationship between school climate and the job performance of teachers in public junior high schools in the East Gonja Municipality?

The school climate plays a significant role in shaping the professional experiences and performance of teachers. This research seeks to investigate the effect of school climate on the job performance of teachers in public junior high schools in the East Gonja Municipality. The results were presented based on the varied school climate and their respective effect on teacher job performance.

4.3.1 Open School Climate and Teacher Job Performance

Table 5 and 6 presents the model summary of linear regression results for open school climate and Teacher job performance. The rationale was to examine the relationship between open climate and teachers job performance.

Table 6: Model Summary of Linear Regression Results for Open Climate and Teacher Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.801 ^a	.642	.634	.54203	.642	80.546	1	45	.001

a. Predictors: (Constant), Open Climate
b. Dependent Variable: Teacher Job Performance

Source: Field Survey (2024)

Table 5 revealed that there is a strong positive correlation ($R = .801$) between open climate and teachers job performance, indicating that as openness within the organizational climate increases, job performance tends to improve significantly. The R Square value of .642 shows that 64.2% of the variance in job performance is explained by open climate, while the Adjusted R Square of .634 confirms the robustness of the model after accounting for the number of predictors. The standard error of the estimate (.54203) suggests that predicted job performance scores deviate moderately from actual values. Furthermore, the F Change statistic of 80.546 with a significance level of less than .001 indicates that the model is statistically significant, and the likelihood that the observed relationship occurred by chance is extremely low. These results suggest that open climate is a major predictor of job performance. This finding is consistent with the study of Booth-



Similarly, Bentil (2021) also highlights that openness promotes collective efficacy and higher morale, which in turn improves job performance.

Table 7: Standardized and Unstandardized Coefficients of Independent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.092	.336		3.249	.002
Open School Climate	.756	.084	.801	8.975	.001

a. Dependent Variable: Teacher job performance

Source: Field Survey (2024)

The coefficients table provides further insights into the nature of the relationship between open climate and teacher job performance. The unstandardized coefficient (B) for the constant is 1.092, meaning that when the open climate is at zero, the predicted baseline value of job performance is 1.092. The unstandardized coefficient for the predictor variable (open school climate) is .756, indicating that for every one-unit increase in open climate, job performance of teachers increases by approximately 0.756 units, holding all else constant. This positive value reinforces the strong positive relationship observed earlier in the model summary. The standardized coefficient (Beta) is .801, showing that open climate has a strong effect on teacher job performance in standardized terms, and is the key predictor in this model. The t-value of 8.975 is large, and the associated significance value (Sig. = .001) is well below the conventional threshold of .05, indicating that the relationship is statistically significant. These findings are consistent with the study of Njoku and Modebelu, (2019), who emphasized how open climates create psychologically safe environments that enhance motivation, accountability, and productivity among workers.



4.3.2 Autonomous School Climate and Teacher Job Performance

Table 7 and 8 presents the model summary of linear regression results for autonomous school climate and Teacher job performance. The rationale was to examine the relationship between autonomous school climate and teachers job performance.

Table 8: Model Summary of Linear Regression Results for Autonomous and Teacher Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.792 ^a	.627	-.618	.55502	.627	67.318	1	40	.001

a. Predictors: (Constant), Autonomous Climate
b. Dependent Variable: Teacher Job Performance

Source: Field Survey (2024)

The model summary results in Table 7 showed a strong positive correlation ($R = .792$), indicating a substantial association between autonomous climate and job performance. The R Square value of .627 implies that 62.7% of the variance in job performance is explained by autonomous climate, while the Adjusted R Square (.618) confirms that the model remains robust even after adjusting for the number of predictors. The standard error of the estimate (.55502) suggests a relatively low deviation of the predicted values from the actual observed values, indicating good model accuracy. The R Square Change (.627) is also substantial, and the F Change value (67.318) with a significance level less than .001 shows that the model is statistically significant, and that autonomous climate is a meaningful predictor of job performance.

Table 9: Standardized and Unstandardized Coefficients of Independent Variable



Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6.153	.266		23.15	.001
Autonomous School Climate	-.551	.067	.792	-8.20	.001

a. Dependent Variable: Teacher job performance

Source: Field Survey (2024)

The coefficients table presents the regression analysis results examining the relationship between autonomous climate and job performance. The unstandardized coefficient (B) for the constant is 6.153, indicating that when the autonomous climate is at zero, the predicted job performance is 6.153. The unstandardized coefficient for the autonomous climate variable is -0.551, which shows that for every one-unit increase in autonomous climate, job performance decreases by approximately 0.551 units. The standardized coefficient (Beta) of -0.792 reveals a strong negative relationship between autonomous climate and job performance. This is further supported by the t-value of -8.205 and a statistically significant p-value of .001, which is far below the .05 threshold. These results indicate a highly significant inverse relationship, meaning that as autonomy in the work climate increases, job performance tends to decline sharply.

These findings are consistent with existing research which emphasizes that autonomy in the workplace, when structured effectively enhances motivation, engagement, and overall job performance (Deci & Ryan, 2017; Bakker & Demerouti, 2018). Autonomy supports employees' intrinsic motivation by fulfilling their psychological need for self-determination, which has been linked to higher levels of commitment and performance, particularly in educational settings (Ryan & Deci, 2020). However, the negative direction of the regression coefficient suggests that, in this specific context, excessive autonomy without adequate support or clear guidance may result in



confusion, reduced accountability, and ultimately diminished performance. This finding aligns with recent literature, such as Schermuly and Meyer (2020), which cautions that unbalanced autonomy when not complemented by structure and support can negatively impact effectiveness. This implies that while autonomy is vital, it must be supported by organizational structures that provide guidance, collaboration, and accountability to ensure its positive impact on job performance.

4.3.3 Controlled School Climate and Teacher Job Performance

Table 9 and 10 presents the model summary of linear regression results for controlled school climate and Teacher job performance. The rationale was to examine the relationship between autonomous school climate and teachers job performance.

Table 10: Model Summary of Linear Regression Results for Controlled School Climate and Teacher Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics				
						F Change	df1	df2	Sig.	F Change
1	.445 ^a	.198	.177	.89545	.198	9.400	1	38	.004	

a. Predictors: (Constant), Controlled Climate

b. Dependent Variable: Teacher Job Performance

Source: Field Survey (2024)

Table 9 revealed that the Model Summary showed a moderate positive correlation ($R = .445$), indicating a fair degree of association between controlled climate and job performance. The R Square value of .198 shows that approximately 19.8% of the variance in job performance is explained by the controlled climate. The Adjusted R Square (.177) accounts for the number of

predictors in the model, confirming the consistency of this relationship. The standard error of the estimate (.89545) reflects the average distance that the observed values fall from the regression line, with lower values indicating more accurate predictions. The R Square Change of .198 and F Change of 9.400, with degrees of freedom (df1 = 1, df2 = 38), demonstrate that the model is statistically significant, as indicated by the p-value (.004), which is well below the standard threshold of .05. This implies that the controlled climate contributes meaningfully to predicting job performance.

Table 11: Standardized and Unstandardized Coefficients of Independent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.082	.421		12.07	.001
Controlled School Climate	-.331	.108	-.445	-3.06	.004

a. Dependent Variable: Teacher job performance

Source: Field Survey (2024)

The coefficients table further explains the regression analysis results for the relationship between controlled school climate and teacher job performance. The unstandardized coefficient (B) for the constant is 5.082, suggesting that when the controlled climate is zero, job performance is predicted to be 5.082. The coefficient for the controlled climate variable is -0.331, indicating that a one-unit increase in controlled climate results in a decrease of 0.331 units in job performance. The standardized coefficient (Beta) of -0.445 shows a moderate negative relationship between controlled climate and performance. This relationship is statistically significant, as shown by a t-value of -3.066 and a p-value of .004, which is less than the conventional alpha level of 0.05. This



implies that controlled climate has a significant negative effect on job performance suggesting that rigid, highly monitored work environments may suppress employee productivity.

These findings suggest that controlled school climates characterized by structured rules, well-defined roles, and administrative control can meaningfully influence teacher performance. This aligns with earlier studies, such as Hoy and Miskel (2013), who argued that a controlled climate can enhance clarity, accountability, and efficiency, which in turn supports job performance, especially in more bureaucratic or outcome-oriented educational environments. However, recent insights from Auvinem et al (2020) caution that overly rigid or authoritarian control may suppress creativity and autonomy, indicating that a balance must be struck. When control is paired with professional support and fair leadership, it can foster discipline and alignment with institutional goals, ultimately promoting improved performance among teachers (Shuck et al., 2013).

4.3.4 Familiar School Climate and Teacher Job Performance

Table 11 and 12 presents the model summary of linear regression results for familiar school climate and Teacher job performance. The rationale was to examine the relationship between autonomous school climate and teachers job performance.

Table 12: Model Summary of Linear Regression Results for Familiar Climate and Teacher Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F	df1	df2	Sig. F Change
1	.155 ^a	.024	-.004	.94918	.024	.860	1	35	.360

a. Predictors: (Constant), Familiar Climate

b. Dependent Variable: Teacher Job Performance

Source: Field Survey (2024)

Table 11 indicates a weak positive correlation between familiar school climate and teacher job performance, with an R value of .155, suggesting that the relationship between these two variables is minimal. The R Square value of .024 means that only 2.4% of the variance in job performance is explained by the familiar climate, and the Adjusted R Square of -.004 implies that when adjusted for the number of predictors, the model does not effectively explain any meaningful variance in job performance. The standard error of the estimate (0.94918) is relatively high, indicating that the predictions of the model deviate substantially from actual observed values. Additionally, the R Square Change is minimal (0.024), and the F Change value of .860 with a significance level of .360 is not statistically significant, meaning that the model does not significantly predict job performance based on the familiar climate. In essence, the results suggest that familiar climate does not have a significant influence on job performance in this context. These findings suggest that although a supportive, friendly, or socially cohesive school environment may be pleasant for teachers, it does not necessarily translate into improved performance outcomes in this context. This is consistent with findings by Hoy and Tarter (1997), who noted that while a collegial or familial atmosphere can improve morale, it may not directly enhance task performance unless coupled with professional expectations and instructional leadership. Similarly, research by Leithwood and Jantzi (2006) emphasizes that performance outcomes are more strongly influenced by transformational leadership and professional collaboration than by informal social familiarity alone. In essence, while familiarity in the workplace may contribute to comfort and cohesion, it does not necessarily lead to enhanced performance unless supported by clear communication, trust, and accountability mechanisms



(Owens & Valesky, 2015; Nasution et al, 2024). Therefore, fostering a familiar climate alone, without other organizational support, may be insufficient to drive improvements in job performance.

Table 13: Standardized and Unstandardized Coefficients of Independent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.438	.496		8.949	.001
Familiar School Climate	-.121	.131	-.155	-.927	.360

a. Dependent Variable: Teacher job performance

Source: Field Survey (2024)

The coefficients table presents the regression output for examining the relationship between familiar school climate and teacher job performance. The unstandardized coefficient (B) for the constant is 4.438, suggesting that when the familiar climate is zero, the predicted baseline of job performance is 4.438. The unstandardized coefficient for the predictor variable is -0.121, indicating that a one-unit increase in familiar climate leads to a slight decrease of 0.121 units in job performance. The standardized coefficient (Beta) of -.155 further confirms a weak negative relationship between familiar climate and job performance. The t-value is -0.927, and the associated p-value (Sig.) is .360, which is greater than the conventional threshold of .05. This indicates that the relationship is not statistically significant. Therefore, familiar climate does not significantly predict or affect job performance in this model. These findings suggest that simply being familiar or personally close in the workplace environment may not contribute meaningfully to enhancing job performance. This result aligns with research that argues familiarity alone,



without supportive structures or professional boundaries, may not foster productivity and may even hinder objectivity and efficiency (George & Jones, 2012).

4.3.5 Paternal School Climate and Teacher Job Performance

Table 13 and 14 presents the model summary of linear regression results for paternal school climate and Teacher job performance. The rationale was to examine the relationship between autonomous school climate and teachers job performance.

Table 14: Model Summary of Linear Regression Results for Paternal Climate and Teacher Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.672 ^a	.451	.434	.72565	.451	25.502	1	31	<.001

a. Predictors: (Constant), Controlled Climate

b. Dependent Variable: Teacher Job Performance

Source: Field Survey (2024)

Table 13 presents the analysis of the results to examine the relationship between paternal climate and job performance. Table 13 revealed that the correlation coefficient (R) is .672, which indicates a moderately strong positive relationship between paternal climate and job performance. The R Square value of .451 suggests that approximately 45.1% of the variance in job performance can be explained by the paternal climate, indicating a moderate explanatory power of the model. The Adjusted R Square (.434), which adjusts for the number of predictors and sample size, confirms that the model still holds substantial predictive strength after correction. The standard error of the estimate is .72565, representing the average deviation of observed values from the



regression line, implying moderate prediction accuracy. The R Square Change (.451) and the F Change value of 25.502, with degrees of freedom $df_1 = 1$ and $df_2 = 31$, are statistically significant, as evidenced by the Sig. F Change value of .000 ($p < .001$). This confirms that paternal climate significantly contributes to predicting job performance. Paternal climate, which typically reflects a leadership style marked by protection, guidance, and authority from a central figure or management, can influence employee behavior and motivation. This finding aligns with earlier studies such as Adeyemi (2010) and Shvedova (2005), who observed that structured leadership involving care, discipline, and clear expectations can foster a conducive environment for better staff output. Additionally, research by Bush and Glover (2014) supports the idea that authoritative yet relational leadership can positively impact staff morale and performance by providing a sense of direction and psychological safety. However, some scholars argue that while paternalistic climates can boost performance in the short term, they may also suppress employee autonomy and innovation if not balanced with participatory elements (Farh & Cheng, 2000).

Table 15: Standardized and Unstandardized Coefficients of Independent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6.134	.442		13.882	.001
Controlled School Climate	-.604	.120	-.672	-5.050	.001

a. Dependent Variable: Teacher job performance

Source: Field Survey (2024)

The coefficient table presents the regression analysis results which suggest a significant relationship between paternal school climate and teacher job performance. The constant value of

6.134 indicates that when paternalism is at zero, the predicted performance value is 6.134. The coefficient for paternalism ($B = -0.604$) suggests that for every one-unit increase in paternalism, performance decreases by 0.604 units, assuming all other factors remain constant. The standardized coefficient ($Beta = -0.672$) further indicates a strong negative relationship between paternalism and performance, suggesting that as paternalistic behaviors increase, performance tends to decrease. The t-value for paternalism is -5.050, and with a p-value (Sig.) of 0.000, it is statistically significant, indicating that this negative relationship is highly unlikely to have occurred by chance. These findings suggest that paternalism may have a detrimental effect on performance, highlighting the importance of management styles in influencing employee outcomes (Farh & Cheng, 2000).

4.3.6 Closed School Climate and Teacher Job Performance

Table 15 and 16 presents the model summary of linear regression results for closed school climate and teacher job performance. The rationale was to examine the relationship between autonomous school climate and teachers job performance.

Table 16: Model Summary of Linear Regression Results for Closed Climate and Teacher Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.858 ^a	.735	.726	.56047	.735	80.582	1	29	<.001

a. Predictors: (Constant), Controlled Climate

b. Dependent Variable: Teacher Job Performance

Source: Field Survey (2024)



The results from Table 15 showed that the correlation coefficient (R) is .858, indicating a strong positive relationship between closed climate and job performance. The R Square value of .735 suggests that 73.5% of the variance in job performance can be explained by the closed climate, demonstrating a significant predictive power. The Adjusted R Square (0.726) slightly adjusts for the number of predictors and sample size but still indicates a strong model fit. The standard error of the estimate (0.56047) shows a moderate level of error in predicting job performance, suggesting the model's predictions are relatively accurate. The R Square Change (0.735) and F Change value of 80.582 with degrees of freedom ($df_1 = 1, df_2 = 29$) are statistically significant, as indicated by the Sig. F Change value of .000 ($p < .001$), meaning that the predictor (closed climate) significantly improves the model's ability to predict job performance. These findings suggest that a closed climate often associated with rigid structures, restricted communication, and hierarchical decision-making can still exert a strong influence on job performance. This might appear counterintuitive, but in some highly structured or regulated environments, a closed climate could provide the clarity and order that enhance efficiency and performance. However, literature generally cautions that overly closed environments may stifle innovation and employee morale in the long run (Hoy & Miskel, 2008; Bush & Glover, 2014), indicating that while performance may initially benefit, sustainability might be at risk without adaptive and participatory practices.

Table 17: Standardized and Unstandardized Coefficients of Independent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
(Constant)	6.559	.320		20.486	.001
Controlled School Climate	-.790	.088	.858	-8.977	.001

a. Dependent Variable: Teacher job performance

Source: Field Survey (2024)

The coefficient table presents the regression results which show a significant negative relationship between closed school climate and teacher job performance. The constant value of 6.559 indicates that when the closed climate is absent (i.e., at zero), the predicted performance value is 6.559. The coefficient for closed climate ($B = -0.790$) suggests that for every one-unit increase in closed climate, performance decreases by 0.790 units, assuming all other variables remain constant. The standardized coefficient ($Beta = -0.858$) indicates a strong negative relationship between a closed climate and performance, meaning that a more closed organizational environment correlates with lower performance. The t-value of -8.977 and the p-value (Sig.) of 0.000 indicate that this relationship is statistically significant, meaning it is very unlikely to have occurred by chance. These findings suggest that a closed or restrictive work environment, where communication or decision-making may be limited, can have a detrimental effect on employee performance, consistent with literature that emphasizes the importance of an open and supportive work climate for fostering higher performance (Hoy & Miskel, 2008; Chiaburu & Harrison, 2008).

4.3.7 Influence of Each Predictor to Teachers Job Performance

Table 17 further presents a summary of the influence of each predictor to teacher's job performance.

Table 18: Relationship of School Climate and Teacher Job Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant- Open)	1.092	.336		3.249	.001

(Constant- Autonomous)	6.153	.266		23.146	.001
(Constant- Controlled)	5.082	.421		12.071	.001
(Constant- Familiar)	4.438	.496		8.949	.001
(Constant- Paternal)	6.134	.442		13.882	.001
(Constant- Closed)	6.559	.320		20.496	.001
Open School Climate	.756	.084	.801	8.975	.001
Autonomous School Climate	-.551	.067	-.792	-8.205	.001
Controlled School Climate	-.331	.108	-.445	-3.066	.004
Familiar School Climate	-.121	.131	-.155	-.927	.360
Paternal School Climate	-.604	.120	-.672	-5.050	.001
Closed School Climate	-.790	.088	-.858	-8.977	.001

a. Dependent Variable: level of teacher job performance

Source: Field Survey (2024)

The results in Table 17 show the regression analysis of different types of school climate and their influence on teacher job performance. Out of the six climate types examined, only Open School Climate ($\beta = 0.801$, $t = 8.975$, $p = 0.001$) had a significant positive effect on job performance, indicating that teachers perform better in an open and supportive school environment. In contrast, Autonomous Climate ($\beta = -0.792$, $t = -8.205$, $p = 0.001$), Controlled Climate ($\beta = -0.445$, $t = -3.066$, $p = 0.004$), Paternal Climate ($\beta = -0.672$, $t = -5.050$, $p = 0.001$), and Closed Climate ($\beta = -0.858$, $t = -8.977$, $p = 0.001$) all showed significant negative relationships with job performance, suggesting that these climates negatively impact how well teachers perform their duties. Interestingly, Familiar Climate ($\beta = -0.155$, $t = -0.927$, $p = 0.360$) did not significantly predict job performance in this model, which contrasts with earlier findings (Bentil, 2021; Booth-Butterfield, 2012) where it was seen as a strong positive contributor.

These results reinforce findings from Donald et al (2009), Chiaburu and Harrison (2008) and Madlock et al (2012), who emphasized the importance climates on teacher job performance. However, only Open Climate remains the most influential positive factor, underlining the value of transparency, support, and open communication in enhancing teacher job performance. Conversely, overly autonomous, controlling, or closed environments appear to suppress performance, possibly due to lack of direction, rigid structures, or poor engagement.

4.4 Research Question Three

What strategies for positive school climate can be adopted to improve teachers job performance in public junior high schools in the East Gonja Municipality.

Creating a positive school climate is fundamental to improving teacher job performance and overall school effectiveness. A positive school climate fosters a supportive and collaborative environment where teachers feel valued, empowered, and motivated to perform at their best. In the context of public junior high schools in the East Gonja Municipality, where challenges such as limited resources and administrative support may exist, adopting effective strategies to enhance school climate can significantly improve teachers' job performance. This research seeks to explore the strategies that can be implemented to cultivate a positive school climate that supports teachers and, in turn, enhances their performance.

Key strategies may include fostering stronger communication and collaboration among teachers and school leadership, ensuring the availability of adequate resources and professional development opportunities, and promoting a culture of respect and trust among staff and students. Additionally, providing teachers with autonomy in decision-making, recognizing their

contributions, and offering consistent feedback can improve morale and teaching effectiveness.

Enhancing Administrative Support and Teacher Involvement

A central concern raised by participants was the need for more responsive and inclusive administrative practices. Teachers emphasized that the quality of leadership and the degree of their involvement in decision-making significantly impact their morale and performance.

I believe that the school administration should be more involved in our day-to-day teaching activities. For example, providing more regular feedback on our teaching performance would be helpful. Sometimes, we don't know how well we're doing until the end of the term or when CISO comes around when it's too late to make improvements. If the administration provided more constructive feedback, it would guide us to make adjustments to our methods. (TR 4)

It would be helpful if the administration also involves teachers in discussions regarding school policies. Often, policies are implemented without consulting us, and this can lead to feelings of frustration. When we are included in these discussions, we feel more invested in the success of the school. (TR1)

The school leadership should provide more resources and materials to help us with our teaching. Sometimes, we have to make do with outdated textbooks or insufficient teaching aids, which makes it difficult to fully engage students. If the administration can ensure that resources are up to date, it will make teaching easier and more effective. (TR 8)

These responses underscore the crucial role of administrative support in fostering teacher job performance. Hargreaves and Fullan (2012) argue that providing continuous feedback and involving teachers in decision-making processes creates a collaborative school environment that enhances teacher performance. Bryk et al. (2010) further highlight that when teachers are included





in policy-making and feel supported by administration, they experience greater job performance, which, in turn, enhances their performance. Additionally, Leithwood et al. (2004) emphasize that sufficient resources are essential for effective teaching. When teachers have access to adequate materials and are supported by school leadership, they are more likely to be successful in their roles.

4.4.1 Fostering Teacher Collaboration and Professional Development

Another recurring theme was the importance of collaboration and continued professional learning among teachers. Participants highlighted the lack of structured opportunities to share ideas, plan lessons together, and engage in professional development that is practical and tailored to their teaching context. The responses point to a strong belief that sustained collaboration and targeted capacity-building initiatives are critical to improving instructional effectiveness and job satisfaction.

We should have more opportunities to collaborate with our colleagues. For instance, regular meetings where we can discuss teaching strategies, challenges, and share resources would make a big difference. Collaboration encourages us to learn from each other, and it creates a supportive environment where we can grow professionally. (TR 2)

We need more professional development opportunities that are directly relevant to our teaching needs. Sometimes, the training sessions are too generic and don't address the specific challenges we face in our classrooms. Tailored workshops on classroom management or subject-specific teaching strategies would be more beneficial. (TR 5)

In my school, we don't have enough opportunities for team teaching or joint lesson planning. I think this would be a great way to improve our teaching and also build a stronger team spirit among teachers. When

teachers work together, it helps to create a more cohesive approach to student learning. (TR 1)

Collaboration and professional development are vital to improving teacher job performance. Darling-Hammond et al. (2009) argue that collaboration among teachers fosters a culture of shared learning and continuous improvement, which benefits both teaching practices and student outcomes. Additionally, Vescio et al (2008) suggest that collaborative teaching and planning help teachers refine their skills, leading to enhanced job performance. Tailored professional development, as highlighted by Timperley (2008), ensures that training is relevant and directly applicable to teachers' specific needs, which increases their effectiveness in the classroom.

4.4.2 Promoting a Safe and Respectful School Environment

The third key theme that emerged underscores the significance of safety and mutual respect within the school environment. Teachers spoke about the emotional and psychological effects of working in a secure, orderly, and respectful atmosphere. They noted that such conditions enable them to concentrate on teaching, manage classrooms more effectively, and engage students with greater confidence. This theme reflects how foundational a safe climate is to both teacher well-being and overall school performance.

Having a safe and respectful environment is essential for effective teaching. If students feel safe and respected, they are more likely to focus on learning, and as a result, teachers can focus on delivering quality lessons without constantly managing disruptions. (TR7)

One issue I face is that students sometimes don't follow the school's safety protocols. It can make teachers feel uneasy when students are not aware of or do not take safety procedures seriously. A better effort to educate students on these protocols would make us all feel more secure. (TR 9)



I feel more motivated to teach when I know that the school takes bullying and violence seriously. The zero-tolerance policy for violence in our school has made it a safer place to work, and that helps me to focus on my students' needs without worrying about safety issues. (TR 3)

The responses indicate that when administrators provide adequate support, involve teachers in decision-making, and allocate resources effectively, teachers are better equipped to succeed. Furthermore, opportunities for collaboration and professional development empower teachers, while a safe and respectful school climate reduces stress and enhances teacher focus on their instructional duties. These factors contribute to a positive school climate, which in turn improves teacher job performance, as supported by various studies in educational leadership and school climate literature.

A safe and respectful school environment is crucial for promoting positive teacher job performance. This affirms Zins and Elias (2007) argue that when teachers feel safe in their school environment, they are better able to concentrate on teaching rather than managing disruptions. Similarly, Thapa et al. (2013) highlight that a school climate that prioritizes safety and respect improves both teacher and student well-being, leading to enhanced instructional quality. Moreover, Berkowitz (2011) emphasizes that policies such as zero-tolerance for violence are key in ensuring a safe environment, which positively influences teacher morale and job performance.



CHAPTER FIVE

KEY FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Overview

This chapter offers an overview of the study, its major results, inferences formed from those findings, ideas for additional research, and recommendations based on those conclusions.

5.1 Summary of the Study

The primary aim of this study was to investigate the relationship between school climate and teacher job performance in public junior high schools within the East Gonja Municipality of Ghana. The study sought to explore how different aspects of the school environment such as leadership style, communication, collaboration, and support impact the effectiveness and professional output of teachers. To achieve this, the study adapted a mixed-methods approach, combining both quantitative and qualitative data to provide a comprehensive understanding of the research problem. Specifically, the exploratory sequential research design was employed. This design allowed the researcher to first collect and analyse quantitative data, which then informed the development of qualitative tools to further explore and explain the findings in greater depth.

The target population comprised 32 headteachers and 579 teachers drawn from various public junior high schools in the municipality. Using Krejcie and Morgan's (1970) sample size determination table, a representative sample of 29 headteachers and 230 teachers was selected through appropriate sampling techniques. This ensured that the sample size was statistically significant and reflective of the larger population.





Data collection was carried out using two main instruments: a structured questionnaire and an interview guide. The questionnaire, designed using a Likert scale format, was administered to both teachers and headteachers to gather quantitative data on their perceptions of school climate and self-reported job performance. Following the questionnaire phase, semi-structured interviews were conducted with selected headteachers to gain deeper qualitative insights into the contextual and experiential factors influencing the school climate and its effects on teacher performance. The combination of both data sources allowed for triangulation, enhancing the validity and reliability of the findings.

5.2 Key findings

1. The Open Climate emerged as the most dominant school climate in public junior high schools in the East Gonja Municipality. This was further supported by qualitative data showing that both teachers and headteachers described practices of shared decision-making, mutual respect, and professional collaboration. However, other climates such as Autonomous, Controlled, Familiar, Paternal, and Closed also existed to varying degrees, reflecting the situational and dynamic nature of school environments.
2. The study found that among the various school climates, only Open School Climate had a significant positive influence on teacher job performance while Autonomous, Controlled, Paternal, and Closed climates all had significant negative effects with Familiar Climate not having significant impact.
3. The study reveals that several key strategies can positively impact teacher job performance in public junior high schools in East Gonja Municipality. First, enhancing administrative support is crucial, with teachers expressing a need for more feedback, involvement in decision-making, and access to necessary resources. Second, fostering teacher

collaboration and professional development opportunities emerged as significant factors, with teachers highlighting the importance of regular collaborative activities and tailored professional learning. Third, promoting a safe and respectful school environment, where policies like zero-tolerance for violence are enforced was identified as essential for teacher motivation and effectiveness.

5.3 Conclusion

The school climate in public junior high schools within the East Gonja Municipality is generally positive, with a strong presence of open and collaborative leadership styles. While the Open Climate is dominant, the coexistence of other climate types suggests that school leadership practices and teacher experiences are shaped by contextual factors, including school culture, administrative style, and situational demands.

Among the various school climate types, only Open School Climate had a significant positive influence on teacher job performance while Autonomous, Controlled, Paternal, and Closed climates all had significant negative effects. Familiar Climate had no significant impact. Therefore, the study concludes that an open School Climate, characterized by transparency, collaboration, and support, significantly enhances teacher job performance, while restrictive or authoritarian climates hinder performance outcomes.

A positive school climate is best achieved when school leadership is responsive and inclusive, collaboration and professional growth are encouraged, and the environment supports safety and respect.



5.4 Recommendation

Based on the findings, the following recommendations were made; it is recommended that,

1. School leaders should strengthen and expand the Open Climate by practicing inclusive leadership, ensuring that teachers are actively involved in school decisions, encouraging open and respectful communication between staff and administration, and creating opportunities for teamwork and shared responsibility in planning and problem-solving.
2. Educational policymakers and administrators should implement strategies to create a balanced school climate that enhances teacher performance. These strategies may include fostering supportive and transparent leadership, promoting professional development opportunities, ensuring fair and constructive teacher evaluation systems, encouraging teacher collaboration through professional learning communities (PLCs), and maintaining open channels of communication between staff and administration. While encouraging teacher autonomy in lesson planning and instructional strategies, they should also ensure regular feedback, leadership presence, and accessible support systems are in place. By combining structure with flexibility and support, school leaders can foster a more productive and motivated teaching workforce, ultimately improving student learning outcomes.
3. School leaders in the East Gonja Municipality should focus on strengthening administrative support by providing regular feedback, and ensuring adequate resources are available. Schools should also prioritize fostering collaboration through regular professional development opportunities and collaborative lesson planning.



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APPENDIX A

UNIVERSITY FOR DEVELOPMENT STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES

Research into School Climate and Teacher Job Performance in the Salaga District.

This questionnaire is being used to gather information on school climate and teacher job performance in the Salaga District. The information is being collected as part of a master's thesis. It is therefore strictly for academic purposes. I will be grateful to have you take part in the study by answering the questions as honestly as possible.

Please be assured that the information you provide will be kept confidential.

Instruction: Tick \surd the appropriate bracket [] representing your response to the question or statement or write your response in the blank spaces where necessary.

Thank you for your co-operation.

Section A

Demographic Data Collection for Teachers and Headteachers

1. Nature of respondents

[] headteacher

[] teacher

2. Gender

[] Male

[] Female

3. Age:

[] below 29

[] 30-39

[] 40-49

[] 50-60

4. Years of Teaching Experience

[] below 5 years

[] 5-10 years

[] 11-20 years



above 21 years

6. Years at Current School:

below 5 years

5-10 years

11-20 years

above 21 years

7. Highest Degree Obtained:

- Bachelor's Degree

- Master's Degree

- Doctorate Degree

- Other: _____

Section B

4. To find out the dominant school climate experienced by teachers in public junior high schools in the Salaga District.

9. **This section seeks to solicit information on the school climate that is predominantly used in the district.**

Please kindly indicate with a tick (✓) in the column the response that best describes your acceptance of the statements below.

A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teachers makes effort to know their students individually, understanding their strength, challenges and interest.					
2. There is honest and respectful communication between teachers,					



students and headteachers in the School.					
3. Teachers feel pressured to constantly accommodate students' needs and preferences in the school.					
4. Headteacher allows students to have a significant output in decision making process.					
B					
5. School rules are clear and expectations are consistently enforced across all classroom and common areas in the school.					
6. Headteachers and teachers apply disciplinary measures fairly ensuring students understand the consequences of their actions.					
7. Students are over dependent on teachers for direction and approval in the school					
8. Headteachers make strict rules for teachers and students in the school					
C					
9. Teachers feel supportive and predictable in the school environment					
10. There is consistency in routine, rules and expectations in the school					
11. Teachers find it too difficult to adopt to new ideas, teaching methods or technologies in the school.					
12. Teachers rely on outdated practices and do not allow students to think outside the box					
D					
13. Headteacher makes school decisions without much involvement of teachers and students					
14. Headteacher prioritize the safety and wellbeing of students in the school					
15. The headteacher frequently intervenes in classroom management issues.					
16. Teachers are discouraged from taking risk in the school					

E					
17. Teachers often work in isolation rather than collaborating with their peers					
18. I feel emotionally distance and unsupportive in the school					
19. Teachers follows the same guidelines, creating consistency in how issues are handled in the school					
20. Teacher participation in school improvement initiatives is very low.					
F					
21. Teachers have the freedom to choose their instructional methods and materials.					
22. Headteacher work together to share ideas, strategies and resources for often forming a collaborative teams in the school					
23. Teachers have too much freedom in the school					
24. There is lack of collabouration among teachers in the school					

Section C

1. To determine the level of teacher job performance in public junior high schools in the Salaga District.

9. **This section seeks to solicit information on the Level of Teacher's Job Performance in the district.**



Please kindly indicate with a tick (✓) in the column the response that best describes your acceptance of the statements under the headings in the table. Be as honest as possible to help reflect on your strengths and areas for improvement.

Instructional Practices	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A					
1. I effectively manage classroom resources to enhance learning outcomes.					
2. I demonstrate strong organizational skills in planning and delivering lessons.					
3. I handle classroom discipline issues in a timely and effective manner.					
4. I am proficient in managing time to complete the curriculum within the academic year.					
5. I am skilled at handling multiple tasks and responsibilities simultaneously.					
B					
6. I demonstrate a thorough understanding of the subject matter.					
7. I use a variety of teaching methods to engage students.					
8. I provide clear and understandable explanations during lessons.					
9. I adjust teaching strategies based on student needs and learning styles.					
10. I consistently assess student progress and provide constructive feedback.					
C					
11. I consistently arrive to class on time.					



12. 1 maintain a well-structured classroom environment conducive to learning.					
13. 1 follow the school's policies and procedures strictly.					
14. 1 ensure that lessons are conducted with minimal disruptions.					
15. 1 complete tasks such as grading and lesson preparation on schedule.					
D					
16. 1 maintain a positive and respectful relationship with students.					
17. 1 collaborate effectively with colleagues to improve teaching practices.					
18. 1 communicate effectively with parents and guardians regarding student progress.					
19. 1 provide emotional support and encouragement to students when needed.					
20. 1 creates an inclusive environment that fosters good relations among students.					



APPENDIX B

Interview Guide

1. How would you describe the overall quality and character of school life in this school?
2. What do you believe are the most important factors that contributes to a positive school climate?
3. How do you involve teachers, students and parents' indecision making process related to school climate?
4. How do you support and empower teachers to contribute to a positive classroom environment?
5. How do you ensure that the school is physically and emotionally safe for students and staff?
6. How do you engage parents and the wider community in fostering a positive school climate?
7. What are the biggest challenges you faced in maintaining a positive school climate?
8. What improvement will you like to make in the school climate over the next year?
9. Do you set any target for the teachers in your schoo?

