

**INFLUENCE OF SCHOOL CLIMATE ON TEACHERS' MOTIVATION
IN SECONDARY SCHOOLS IN ENUGU-EAST EDUCATION
ZONE OF ENUGU STATE**

**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATION, FACULTY OF EDUCATION,
UNIVERSITY OF NIGERIA, NSUKKA.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF MASTERS DEGREE IN EDUCATIONAL
ADMINISTRATION AND PLANNING.**

BY

**EDEH, IFEOMA .N.
PG/M.ED/07/42967**

SUPERVISOR: DR. ANN. OKOLO

DECEMBER, 2010

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APPROVAL PAGE

This project has been read and approved for the Department of Educational Foundations, University of Nigeria, Nsukka.

BY

Dr. Ann. Okolo
(Supervisor)

Associate Prof. J.C. Omeje
(Internal Examiner)

Prof. G.C. Unachukwu
(External Reader)

Prof. Ike Ifelunni
(Head of Department)

Prof. S.A. Ezeudu
Dean, Faculty of Education

CERTIFICATION

EDEH IFEOMA .N., a postgraduate student in the Department of Educational foundations with Registration Number **PG/M.ED/07/42967**, has satisfactorily completed the requirements for course and research work for the award of degree of Master of Education in Educational Administration and Planning. The work embodied in this project is original and has not been submitted in part or full for any other Diploma or Degree of this or any other University.

Edeh, Ifeoma .N.
(Candidate)

Dr. Ann. Okolo
(Supervisor)

DEDICATION

This work is dedicated to Almighty God for his guidance and protection throughout the period of this work and to my mother Mrs. Rachael Edeh for her encouragement and my daughter Precious Chidera, Garba who has tenderly prayed and patience with me throughout the period of this programme.

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To God be the Glory.

**EDEH IFEOMA NNABUCHI
CANDIDATE**

Abstract

The study was carried out to investigate the influence of school climate on teachers' motivation in Enugu-East Education Zone of Enugu State. The study adopted ex-post factor design. The sample size is 526 respondents representing the entire population of both the principals and teachers in the zone. A researcher designed questionnaire was used as instrument for data collection. Three experts face-validated the instrument while Cronbach Alpha method was used to compute the reliability estimate for the study. Four research questions and two null hypotheses tested at 0.05 level of significant guided the study. A 27 item structured questionnaire was subjected to statistical analysis using mean and standard deviation for the research questions and t-test for the hypotheses. The results of the findings showed that the most common available school climate types in secondary schools are closed, paternal and familiar which does not encourage motivation of teachers. The study identified adequate facilities and equipment, maintenance of school plant and conducive accommodation as important motivational factors for teachers. Other highlights include open climate, adequate attention to teachers' welfare, recognizing teachers' worth, ensuring their professional growth and proper delegation of duties are effective strategies for enhancing the influence of school climate on teachers' motivation.

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CHAPTER ONE

INTRODUCTION

Background of the study

Generally, workers come to organizations with expectations on their personal needs to be met by the organizations. In many organizations like the school, the ability of the teacher to perform effectively is based usually on the conduciveness of the school atmosphere or the prevailing school climate. In order to achieve the goals and objectives of the educational system, there has to be an appropriate and a conducive school climate to ensure teacher effectiveness in the schools. The school climate describes the environment in which teaching and learning take place, which has to be conducive and congenial for everyone to stay and work in relative comfort and security.

The school climate is an orderly environment in which the school family feels valued and able to pursue the school mission from concerns about descriptions and safety. (Mgbodile, 2004). Agusiegbe (2004) defines school climate as teaching and learning environment as the setting, physical and conceptual in which teaching and learning are carried out as deliberately planned. Marshall (2002) describes the school climate as the atmosphere of school that consists of attitude shared by members of group such as the principals, teachers and parents as

experiences that affect their behaviour based on their collective perception in the school.

Many scholars have perceived school climate as a very vital aspect of school organization. Hence Chukwunwike (2005), emphasized that poor school climate in secondary schools has affected the influence of teachers tremendously. This has gone along way to reduce the quality of secondary school products. A conducive atmosphere exists when the teachers and the students feel safe, happy, comfortable, wanted, valued, accepted and secured, in order to achieve the objectives of education and for it to have high standard. The principal must adopt appropriate management strategies, these strategies include planning, organizing, coordinating, directing and controlling for effective running of the school. Mgbodile (2007) also states that a well managed school climate can greatly enhance the production of a school which in turn contributes to the achievement of the overall goals of education.

Many scholars have classified and defined school climate in different forms such types as available include: autonomous, controlled, familiar, paternal, open and close. According to Halpin and Croft (1963) autonomous school climate is defined as an atmosphere that allows teachers to carry out their duty freely in the school system in order to achieve their goals. Controlled involves an atmosphere of hard work at the expense of social life. This climate tends to be impersonal and task

oriented. Familiar climate is an atmosphere of sociability at the expense of task performance while paternal is characterized as one in which the principals discourages the emergence of leadership acts from the teachers. Open climate is an atmosphere that welcomes teachers input into the administration of the school while close climate sees the principal as behaving like all knowing in the affairs of the school and most often does not allow free flow of information and motivation of teachers staff and students in the school.

The important role of motivation especially in the school system cannot be overemphasized. Motivation channels, causes and sustains people's behaviours. It enables the school authorities to influence teachers to perform in the ways that the authorities find desirable. Mgbodile (2004) defines motivation as an inducement, incentive, inspiration, encouragement in order to incite an individual to action. In the same vein, Enyi (2004) sees motivation to mean to move someone to action. In this context, motivation is seen as all the efforts of the school principals in encouraging the teachers in the discharge of their assigned responsibilities in the school.

The principal is the chief executive of the secondary school in Nigeria. (Ogbonna, 2004). Hence, the success or otherwise of the school rests on his ability to evolve, encourage as well as promote harmonious school climate to ensure proper school administration. He is to plan,

direct and motivate the teachers in order to achieve the objectives of the school. Alike (1995), sees the principal as someone who supervises the affairs of the school so that it can run very smoothly for effective productivity of teachers. It is how the teachers perceive the principal and the school climate that largely influences their attitude and motivation to work.

Against this backdrop, the current study intends to investigate the influence of school climate on teachers' motivation in secondary schools in Enugu State with a view to enhancing their effectiveness in the system.

Statement of the problem

The issue of poor quality teaching and learning in Nigeria secondary education has been of great concern to the educationists and other citizens. This becomes pertinent because the educational standard have been faced with lack of spirited efforts by the government at instilling discipline in secondary schools, lack of commitment, dedication and loyalty on the part of the principals and teachers, lack of incentives or poor teacher-motivation.

Most schools have dilapidated buildings out-dated equipment and facilities, staff irregularity in school attendance, inadequate exercises to students, and lateness to school, and absence from class among others. What is then responsible for this ugly state of affairs in our secondary

schools? The principals' poor attitude towards school improvement and teachers is bound to influence the achievement of school goals. It is against this background that the researcher intends to find out the influence of school climate on teachers' motivation in secondary schools in Enugu East Education Zone of Enugu State.

Purpose of the study

The main purpose of this study is to investigate the influence of school climate on teachers' motivation in secondary schools in Enugu East Education Zone of Enugu State. Specifically, the study will seek to:

- 1) Identify the types of school climate available in secondary schools in Enugu State Education Zone.
- 2) Identify the factors that influence teachers' motivation in schools.
- 3) Identify how open school climate influence teachers' motivation.
- 4) Determine strategies for enhancing the influence of school climate on teachers' motivation.

Significance of the study

The findings of the study would be theoretically significant in advancing knowledge on school climate on teachers' motivation in secondary schools while it will provide practical benefits to the following: the principals, educational planners, researchers, the students, and the society.

The school principals will use the findings as strategies to be adopted to influence teachers in the school in order to enhance conducive teaching and learning. It will help the principals develop better leadership styles or behaviours that are vital for creating the right of school climate which will facilitate effective teachers-motivation and improve standards of learning.

It would be useful for educational planners and state education commissions for proper formulation of policies with regards to evaluation of school principals and transfer of teachers. It would help to raise the awareness of the government in providing adequate facilities and equipment to schools to ensure motivation of teachers in the schools.

The findings of the study would enrich the literature on school climate on teachers's motivation for researchers in Enugu State Education Zone in particular and Nigerian in general.

Students would benefit from the findings as it would lead to provision of conducive learning environment. It would enable the students to make appropriate choice of schools to attend that would positively influence their learning in the schools.

Society would use the findings of the study as a means of influencing their involvement in the school management, guiding them on what to do to supplement the efforts of principals, teachers and

students in creating appropriate school climate for teachers's motivation for teaching and learning.

Scope of the study

The geographical scope covers all the public secondary schools in Enugu East Education Zone of Enugu State. The content scope include, the identification of types of school climate in public secondary school in Enugu East Education Zone, how open and close school climate influence teachers's motivation, the factors that influence school climate as well as strategies for enhancing the influence of school climate and teachers's motivation.

Research questions

The following research questions guided the study:

- 1) What are the types of school climate available in secondary school?
- 2) To what extent do the following factors influence teachers's motivation?
- 3) To what extent does open school climate influence teachers's motivation?
- 4) What are the strategies for enhancing the influence of school climate on motivation of teachers in schools?

Hypotheses

The following null-hypotheses were formulated to guide the study.

Each was tested at 0.05 levels of significance.

- 1) There is no significant difference between the mean ratings of principals and teachers with regard to the types of school climate available in secondary schools.
- 2) There is no significant difference between the mean ratings of principals and teachers with regard to factors that influence teachers' motivation in schools.

CHAPTER TWO

Review of Literature

This chapter reviews the related literature for the study under the following sub-headings: conceptual framework, theoretical framework, empirical studies and summary of literature review.

Conceptual Framework

Concept of school climate and types

Factors that influence school climate

School climate as a motivational for teachers

Conception of motivation and types

Factors affecting teachers' motivation

Importance of motivation

Concept of administration

Theoretical Framework

Maslow's Theory of Hierarchy of Needs

Hertzberg's Theory

Behavioural Science Theory

Review of Empirical Studies

Summary of Empirical Studies

Conceptual Framework

Concept of school climate and types

School climate refers to the structure of a school which includes the school buildings, the play grounds, equipment school records, libraries and other material resources necessary in the school for effective teaching and learning process (Mgbodile 2003). He further asserted that school climate describes the environment that affect the behaviour of teachers and students. It is the feel of a school by the teachers and students which vary from one school to another.

Within the same area, School climate reflects the physical and psychological aspects of the school that are more susceptible to change and provides the preconditions necessary for teaching and learning. Murshidi (2008) sees school climates as the atmosphere of school that is made up of the attitude shared by members of sub-groups like; students, teachers, other staff and the school population as a whole.

It is also defined as feelings and attitude of students, teachers, staff and parents. In another aspect, it is define as an orderly environment in which the school family feels valued, accepted and seared in the pursuit of the goals of education in the school (Chukwunwike, 2005). Marshall (1995) sees school climate as a multi-

dimensional environmental factors that influence many individuals including students, parents, school personnel and community.

According to him school climate underlies the day-today activities of a school. The atmosphere of school that consists of attitudes shared by members of group or that it is a relatively property of school environment experienced by parents which affect their behaviour based on their collective perception in the school. School climate is defined in this study as the effective and efficient school atmosphere that promotes teaching and learning in the schools and ensures smooth school administration.

School climate is classified into different types and the most popular and widely accepted school climate type is the one developed by Halpin and Croft (1963). They are classified as Autonomous, Controlled, and Familiar, paternal, open and close climates.

Autonomous climate: This describes an atmosphere of complete freedom for teachers to conduct their work and fulfill their social needs as they wish. Leadership act emerges primarily from the group and rather infrequently from the principal. The principal models enthusiasm and diligence. Both the teachers and the students are happy, safe, valued and wanted. There is no external influence or threat. Teachers have desire to work and are also motivated to high production and ready to learn. There is close relationship between the principals, teachers,

students, and parents. It shows that this type of school is effective efficient.

Controlled climate: This is an atmosphere of hard work at the expense of social life. The climate tends to be impersonal, highly task-oriented and highly controlled. Thus, in most cases, there is no time for interactions with one another and for the students; there is no time for extra curricular activities.

Familiar climate: Is an atmosphere of sociability at the expense of task performance. This is also known as laissez fair type teachers are not committed to work but they maintain close relationship with the principals. Very little is done to control or direct the teachers towards goal achievement. It requires careful supervision to ensure effective improvement of the school.

Paternal climate: Paternal climate is characterized as one in which the principal discourages the emergence of leadership acts from the teachers. The principal isolates teachers in decision-making but places emphasis on production. He assumes the position of all knowing at all times.

Open climate: This involves an atmosphere in which the principal listens to teachers. The teachers are involved in decision-making; they are respected and taken as colleagues by the principal. Both the principal and the teachers are accessible. The principal shows concern

for the staff welfare encourages and motivates the staff. It has a democratic orientation.

Close climate: The does not al communication on the part of the principal, teachers and the students. The principal is ineffective and directs the activities of the teachers. The teachers pay lip attention to their duties and are not committed to duty. The teachers are not united and there is no motivation and encouragement from the principal. Each of the above school climates affects the motivation of teachers in one way or the other in the school system.

Factors that influence school climate

There are many factors that influence school climate. Among them includes the principals administrative style. Administration as applied in this context refers to the various efforts of the school principals towards ensuring that teachers are stimulated to perform effectively, using the available resources in realizing the goals of teaching and learning in the schools.

The success or failure of the school hinges on the ability of the principals to ensure that everybody is carried along in pursuing the common goal of achieving better instructional delivery and welfare of the teachers and the students in the school system. Halpin (2005) notes that the major duty of the friendly environment in which the degree of teachers interaction with each other and the school authority is

conducive for the teachers to put up their best in service and enjoy the performance of their functions.

School principals are therefore to evolve effective motivational strategies that will not only make the school to be conducive for everyone, but congenial for all to stay and work in relative comfort and security. This implies that the democratic style of administration that will encourage active participation of teachers in the affairs of their schools. Mgbodile (2004) states that the principals should use administrative style that will give the teachers sense of belonging, co-operation and commitment towards the achievement of the school goals. This will not only encourage the motivation of teachers but will enhance the healthy climate in the school.

Ensuring effective communication channel in the school is also one of the major administrative roles of the principals in fostering healthy school climate. Effective communication in the school promotes efficient school administration, discipline among the staff, the principals and the students and ensures that the school environment is free from frictions and disharmony.

Discipline also influences the school climate. The principal has to ensure that both the staff and students are well disciplined. He has to ensure that the teachers maintain and respect themselves and the students as well as obey the ethics of the teaching profession.

Attendance to school should not only be regular but punctual by both the teachers and the students.

Supervision also influences school climate. Teachers should be supervised in terms of their discipline and general behaviour in and outside the school. Their classroom or instructional activities must be monitored, their manner of dressing, relationship with the people especially with students as well as their commitment to teaching.

In doing this, the principal should apply sense of decorum and see the teachers as people. He should not address them as objects but has to approach them in a friendly manner. To extent to which the principal uses his leadership disposition in the performance of this supervisory role influences the behaviour of the teachers and the atmosphere of the school.

On the whole, school principals are to know that teachers are in the school to ensure that their personal needs and expectations are to be met. Hence, the extent to which such needs and expectations are met determines their level of motivation to duty. This implies that good school climate is at the heart of motivation in the school. It becomes therefore, very imperative that authorities in the school system ensures proper climate so as to encourage their teachers for higher service delivery.

School climate as a motivational for teachers

The school atmosphere should be conducive and congenial for everyone to stay and work in relative comfort and security. This implies that the school principal should employ a democratic style of leadership that encourages teacher participation in decision-making, cooperation and active involvement in school affairs. The school leader should avoid the use of exaggerated authority or an authoritative cum despotic leadership approach that creates alienation of staff lack of sense of belonging absence of cooperation and commitment to school purpose (Mgbodile, 2003).

He further emphasized that the school principal must ensure that the staff maintains adequate discipline and decorum in their general life and in their dealings with students and their fellow staff. He must ensure that the teachers understand the code of ethics of the teaching profession and that they observe there ethics as much as possible.

Open school administration by the principals promotes school climate. This ensures proper dissemination of information, proper delegation of authority and participatory activities of the teachers in the affairs of the school. Since communication is the live wire of any organization, it will promote effective and efficient school administration. This equally motivate staff effectiveness and harmonious relations in the

school system, hence enhancing good where the reverse is the case, there is bound to be unhealthy school climate.

Other influential school climates that serve as motivational factors for teachers include the availability of facilities and equipment in the school. This helps to facilitate the work of both the principals and the teachers towards efficient execution of the teaching and learning. This as well as enough teachers in the school help to promote healthy school climate. Their absence on the other hand, influences the school climate negatively.

Added to the above include school plant maintenance, poor working conditions, high workload and low salary among others. The school climate or atmosphere that is conducive to stay and work is a motivating factor for teachers. This is because, everyone likes to work in an area that offers him the opportunity to be valued, appreciated and wanted. Teachers like to be involved in taking part in formulating decisions that affect them. They like to participate actively in the school administration with a leadership that is open and friendly.

With adequate provision of facilities and equipment and deep sense of belongings by the principals, the teachers will be highly motivated to execute their duties diligently, the principals cooperation and understanding of the needs of the teachers and their welfare, helps to motivate them in the school system. This will enable them to put in

their best with due respect to the code and ethics of the teaching profession.

Concept of motivation

Motivation, a concept that causes, channels and sustains people's attitudes and behaviours has always been an important topic for discussion among school administrators. This is so because; these principals work with and through people in the schools for the realization of school goals. Hence, they need to understand why teachers behave the way they do in schools. Motivation enables the authorities in the school to influence teachers to perform in the ways the authorities find desirable. And for any organization like the school, success depends on the efforts put to mobilize all people who make up the system to achieve the desired goals and objectives. Mgbodile (2003) describes motivation as an inducement, incentive, inspiration; encouragement in order to incite an individual to action motivated behaviour is characterized by action and is directed towards the satisfaction of a goal or a need.

In his own view, Adams (2003) describes motivation as the eagerness and willingness of a person to do something without needing to be told or forced to do it. It brings about the maintenance of staff morale, reduction of friction, and dissatisfaction among the teachers in the school. Nwankwo (2007) further stresses that motivation in the school setting is the totality of activities of an action which initiates,

sustains and directs the behaviours of staff in the school environment. He further stated that motivation is all those striving conditions such as wishes, desires, and urges to stimulate the interest of a person in an activity.

Motivation is the inner state that causes an individual to behave in a way that ensures the accomplishment of goals. By this definition, motivation explains why people act as they do. There are two major types of motivation. These are intrinsic and extrinsic. Intrinsic motivation include self generated factors in a particular direction such as responsibility, freedom to act, interesting and challenging work and opportunities for advancement. Extrinsic motivation includes what is done to people to motivate them. This includes rewards like increased pay, praise or promotion and punishments such as disciplinary actions, withholding pay. Mostly, extrinsic motivator has powerful effects but does not last long, while intrinsic motivators, concerned with quality of working life are likely to have a deeper and longer term effect since they are inherent in the individuals and not imposed from outside.

Factors affecting teachers' motivation

It is important to note that motivation depends on the goal to be achieved and the conditions for achieving them where the two conditions are satisfactory, it is obvious that individuals will be motivated. Ukeje, Akabogu and Ndu (1993) are of the view that the various theories of

motivation recognize the fact that the desired goals and the attractiveness of the means for achieving them, direct the behaviours of the individual staff.

People generally come to work in an organization with the zeal for them to meet their expectations or needs. The extent to which such needs are met determines the individual's level of motivation and hence their performance and commitment to work. Obi (1997), noted that any organization that has a programme for helping workers to meet their personal needs is most likely to enjoy their loyalty, commitment, and hard work. This implies that motivation is at the heart of performance at work.

Within the school system, the issue arises as to how to motivate teachers to ensure they achieve higher productivity. It is believed that the failure of the most educational projects is attributable to poor teacher motivation. To remedy this situation, there is the need to ensure that teachers are adequately motivated for them to deliver. Hence, teachers can be motivated through encouraging their sense of achievement by ensuring that those who perform certain feats are duly rewarded. For instance, a teacher whose students show excellent performance in his subjects in external examination could be awarded a prize so also are teachers who make successful outing with students in quiz competition as well as inter-house.

To ensure teachers motivation in the school, the authorities should recognize the personal worth of the teachers. This could be achieved through delegating duties to them based on their competence and ability to ensure achievement of school goals. This helps to give teachers sense of belonging and hence encourages their commitment to duty.

Additionally, teaching job should be made a challenging exercise. Teachers should be assigned different functions by the principals to ensure that there is rotation and acquisition of experience in the areas. This is to avoid over working willing staff with too many responsibilities.

Also to ensure motivation of teachers in the school system, there is the need to improve and regulate the teachers's conditions have been the major source of teachers's frustration in the schools. Though much has been done in recent times as regards their pay rise, a lot more is expected in terms of improving their working environments in the schools.

It is to be noted that motivation of teachers brings about the maintenance of their morale, reduction of friction and dissatisfaction among them in the school. This results also in the improvement of the relationship between the principal and the staff for Nwankwo (2007), notes that motivation is all those inner striving conditions such as wishes, desires, urges to stimulate the interest of the teacher in his activity.

Importance of motivation

Motivation is an administrative process that helps to direct the action of the teachers in the school system. Nwankwo (2007) notes that people naturally hate to be ordered, controlled or directed to do their work by their leaders, instead they prefer to be motivated or appealed to. To motivate means to move someone to action. It involves making people to work without the use of force. Most of the definitions of motivation revolve around this concept. However, it is important to note that motivation depends on the goals to be achieved and the conditions for achieving them.

Naturally, people come to organizations with expectations on their personal needs to be met by the organization. The extent to which such needs are met determines the workers's level of motivation and hence their performance and commitment to work. This implies that motivation is at the heart of performance at work.

With the school system, the question arises as to how to motivate teachers for effective and efficient work performance. The failure of most of the nation's educational projects is attributable to poor teacher motivation. It becomes necessary to consider various ways of motivating teachers in the school system. This can be done through encouraging their sense of achievement by rewarding and recognizing their personal values, making teaching job challenging, improving their conditions of

service and ensuring that school policies are not frustrating to the teachers.

Concept of administration

Administration must exist in any organization set up for a defined purpose such like school setting. They consist of human beings brought together. Administration is seen by different people in different ways. Ezeocha (1990) defines it as the process of directing and controlling life in a social organization. Ogbonna (1995) defines administration as a process which entails the utilization of human, financial and material resources in maximizing the realization of goals and objectives. It means the art of working with people and making use of materials and other resources for the achievement of goals.

Accordingly, Peretomode (1996) defines it as a process that is concerned with the performance of executive duties, the carrying out of policies and decision to fulfill a purpose and the controlling of the day-to-day running of an organization. In this context, administration involves working with people and making use of available resources to accomplish school goals. Administration consists of the following basic element-planning, organizing, directing, coordinating, reporting and budgeting.

Planning involves taking decisions about actions in the future. Organizing is the setting up of the structures and taking decisions on the

actual activities that will help to achieve the goals. Directing involves making the school personnel to work. Reporting entails ensuring that everything is done in accordance with the rules while budgeting involves regular statements of expected income and expenditure. This is the formal financial statement about resources for carrying out the specific activities in a given period of time.

Administration as applied in this context refers to the various efforts of the school principals towards ensuring that teachers are stimulated to perform effectively, using the available resources in realizing the goals of teaching and learning in the schools. The success or failure of the school hinges on the ability of the authorities to ensure that everybody is carried along in pursuing the common goal of achieving better instructional delivery and welfare of the teachers and the students in the school system. Halpin (2005) notes that the major duty of the administrator in the school is to ensure friendly environment in which the degree of teachers interaction with each other and the school authority is conducive for the teachers to put up their best in service and enjoy the performance of their functions.

School administrators are therefore to evolve effective motivational strategies that will not only make the school to be conducive for everyone, but congenial for all to stay and work in relative comfort and security. This implies that the school heads should employ a democratic

style of administration that will encourage active participation of teachers in the affairs of their schools. Mgbodile (2004) states that the teachers should use administrative style that will give the teachers sense of belonging, co-operation and commitment towards the achievement of the school goals. This will not only encourage the motivation of teachers but will enhance their happiness in performing their duties with sense of satisfaction.

Ensuring effective communication channel in the school is also one of the major administrative roles of the principals in motivating teachers and encouraging job satisfaction. Effective communication in the school promotes efficient school administrative discipline among the staff, the principal and the students and ensures that the school environment is free from frictions and disharmony.

On the whole, school administrators are to know that teachers are in the school to ensure that their personal needs and expectations are to be met. Hence, the extent to which such needs and expectations are met determines their level of motivation to duty. This implies that motivation is at the heart of their work performance.

Finally, to ensure teacher motivation and job satisfaction, authorities are to provide teachers with a full unit of work whose end product can be easily assessed by the teacher to judge himself in his performance. Adequate authority should be given to the teacher to carry

out his tasks with the responsibility to bear the success or failure in his assignment. Also, supervision of teachers should be such that allows the teachers to accept personal accountability for his teaching activities. Encouragement should be given to the teachers through feedback in form of reinforcement that would promote his continued effort to achieve and to encourage the teachers's use of initiative and involvement in difficult tasks to enhance goal achievement as well as sense of accomplishment of the tasks.

It becomes therefore, very imperative that authorities in the school system ensure proper motivation of teachers so as to encourage their higher service delivery as well as better conditions of service necessary for enhanced job satisfaction in the education industry.

Theoretical Framework

Abraham Maslow's Theory of Human Needs

The theoretical framework deals with discussions on the following relevant theories.

The theory of hierarchy of needs was propounded by Abraham Maslow 1954. He maintained that before higher order needs can be met, the primary needs must be satisfied. He believes that lower order needs can be met, the primary needs must be satisfied. He believes that lower order needs are to be satisfied before moving to higher order needs such as self esteem, and self fulfillment.

Maslow identified five levels of basic needs which include physiological needs like food, shelter, clothing, water, which are the most fundamental for survival; there is also the need for safety or security. Which the very first needs gave rise to. This will also give rise to the need for love and belonging including affection and relationship with other. The need for self esteem is the desire for importance, respect, value, competence and independence which will finally give rise to self actualization.

The relevance of this theory to this study is because it is only when an individual's basic needs are met that he/she could strive in order to attain other height. It is only when the teachers are motivated through improved working conditions, better conditions of service that they will employ job satisfaction and ensure better performance.

Hertzberg's two factor model

The two factor model of satisfiers and dissatisfies was developed by Hertzberg 1957. He states that the degrees of satisfaction and dissatisfaction organizational members feel as a result of performing a job are two different variables determined by two different sets of items. The items that influence the degree of job dissatisfaction are called hygiene or maintenance factors, hygiene factors relate to the work environment and motivating factors relate to the work itself, while those that influence the degree of job satisfaction are called motivating factors

According to him, when the hygiene factors of a particular job situation are undesirable, organization members will become dissatisfied. These hygiene factors include company policy and administration, supervision, relationship with supervisor relationship with peers, working conditions, salary and relationship with subordinates. The motivators include opportunity for achievement, recognition, work itself, responsibility, advancement and personal growth. His overall conclusions are that the most productive organization members are those involved in work situations that have both desirable hygiene and motivating factors. He however, listed five factors as outstanding in determining job satisfaction as achievement, recognition work itself, responsibility and advancements.

This theory is related to the present study since it dealt with the variables in the current studies that are motivation and job satisfaction. Thus workers always like to be motivated, and provided with good working conditions that will promote their welfare as well as opportunity for achievement and advancement.

The Behavioural Science Theory

This is viewed as the synthesis of the scientific management and human relations theories. Chester Barnard (1938) was of the view that administrative practices should be linked to human behaviours as much as possible. The behavioural approach sees management as primarily a

study of group behavioural patterns. The term 'organization' in this text means system or pattern or group relationship. According to Chester Bernard in Olumide (2001) the concept is a force of two or more persons of both the classical management and the human relations for effective management of an organization. Hence, administrator should draw their experiences and knowledge from the various social science subjects such as psychology, philosophy, economics, sociology etc. for the better understanding of the job performance of the workers. The group later developed a tri-Dimensional concept of administration involving the three main elements-the man, the job and the social setting.

The man element includes the workers physical, intellectual, and emotional competences as well as his patterns of behaviour. It considers the worker's personality. The job element comprises the job content and the processes of carrying it out. It involves the task to be performed as well as the methods for executing it. The social setting element lays emphasis on the environment and the necessary facilities and condition to make it conducive. The behaviourists believe that increased productivity could only be achieved in an organization when there is a balance or proper integration on the three elements.

Their human behaviour is a basis for achieving good organizational management. To him, effectiveness refers to the extent to which the set organizational goals are achieved with the available

resources. Therefore, an organization which is able to accomplish its set goals without waste of available resources is considered to be effective. On the other hand, efficiency refers to how well a worker performs in the achievement of set objectives. The ability to perform depends on how a worker is satisfied with his work. The implications of this theory is that administrators should be knowledgeable, open, resourceful in management of both human and material inputs in the achievement of organization objectives. The behavioural science theory emphasizes the integration of human and organizational needs for goal achievement. This theory also requires conducive education environment for achievement of goals in the school system. Principals in the school required this type of interaction in order to promote school climate and motivate their teachers for effective performance of their duties. This is the relationship of the theory to the current study.

From the above theories and their principles and assumptions, the current study therefore is anchored on Maslow's hierarchy of needs and behavioural science theories respectively.

Review of Empirical Studies

Some studies were reviewed for their relevance to the present study.

Anyirah (1993) carried out a study on the influence of motivational factors for business education teachers in college of education, Delta

States. Questionnaire was the main instrument for data collection. The population for the study was 65 teachers. No sampling was done. Data collected were analyzed using mean, frequency and chi-square. The findings of the study include that there are motivational factors and that when made available will give business teachers in Delta state college of education job satisfaction.

The study also identified that if motivational factors are adequately made available to business teachers, that it would eliminate job dissatisfaction among them. This study relates to the present study. The study focused on motivation which is seen as energizer for teachers to perform effectively while the current study is based on the influence of motivation on the job satisfaction of secondary school teachers in Edo State. Hence, motivated teachers in good working school environment are likely to enjoy job satisfaction in the schools.

Alike (1995) in a study on influence of school organizational climate among teachers in Awka education zone made use of a descriptive survey design. The population for the study comprised teachers (2, 11 9) in the education zone while the sample size for the study was 330 teachers, selected using simple random sampling technique. Questionnaire was used as the instrument for data collection. Mean and standard deviation were statistical tools used for data

analysis. The hypotheses for the study were tested at 0.05 level of significant.

The findings revealed that the organizational climate that prevails in secondary schools in Kwara education zone was a close type. It also found out that those teachers in the zone show negative attitude towards their job. He suggested proper school organizational climate to enable teachers develop good work attitude. The work relates to the current study. School climate is one of the major factors affecting the motivation of teachers as well as their job working conditions. Thus, improved good school organizational climate will foster teachers's motivation and good attitude towards his working conditions.

Obiorah, (2006) carried out a study on improving management of School Organizational Climate of second any schools in Kogi East Education. The population for the study was 476. A questionnaire was used as the main instrument. Data was analyzed using mean and standard deviation while t-test was applied in testing the hypotheses. The study revealed that the school organizational climates that existed in Kogi- East Secondary Schools were satisfied with the administrative leadership style of the open autonomous and controlled school climates. It reviewed factors that influenced school organizational climate as clean School environment, good aesthetic school environment, cooperation among staff members and parents supportive behaviour. And finally, the

eight administrative strategies that could improve school organizational climate were staff development, students' involvement in decision-making, promotions of staff Welfare, fostering team spirit and provision of appropriate and adequate teaching and learning facilities. This work is relevant to the current study since it focused on school climate which is the main theme of this study.

Murshudi, (2008) carried out a study on beginning teachers perception on the types of school climate in Sarawak. The main purpose was to investigate the type of school climate being perceived by the beginning teachers in Sarawak, the newly and fully qualified teachers in their first year of teaching assignment. He further studied the differences in beginning teachers' perception on school climate in relation to gender, location of the school, types of teacher education and age groups. He used the population of 328. The researcher used school climate index. The study revealed that first year beginning teachers perceived that their schools have a moderate positive school climate. There was a significant difference in beginning teachers' perception on the type of school climate in relation to gender, types of teachers' education and age groups. This present study is related to this review in that school climate was the focus of its efforts.

Omoruji (1991) carried out a study on factors which affect motivation among secondary school teachers in Benue. The population

for the study was 2,557 teachers while the sample size was 852 randomly selected using simple random sampling technique. Questionnaire was the instrument for data collection while descriptive survey was adopted as the design.

Mean and standard deviation were used to analyze the data. The findings revealed that there is low remuneration for teachers. The researcher suggested improved motivation for teachers in the area to enable them perform their teaching functions effectively. The study relates to the present study. It focused on motivation of teachers in the schools in order to improve their conditions and ensure better performance of their duties. This is with a view to improving the quality of teaching and learning in the school system to ensure students academic high achievement.

Summary of literature review

The conceptual framework of the study dealt with the definition and explanations of school climate which is seen as the totality of the school environment that helps to motivate the teachers to ensure effective teaching and learning in the schools. Motivation is defined as an encouragement given by the principal to the teachers to ensure effective discharge of their teaching responsibilities in the school while administration is explained as the process of achieving the goals of the

school through efficient use of both human and material resources in the school.

The theoretical framework involved discussion of the Maslow's hierarchy of Needs theory which emphasizes achievement of physiological needs before the achievement of higher order needs. Herzberg's two factor hygiene factors was also discussed as the basis of achieving motivation in the schools. Also discussed is the behavioural science theory which places emphasis on both the consideration of the needs of the workers and that of the organization towards goal attainment of the organizations. From the above this study is being anchored on Maslow's hierarchy of needs and behavioural science theories respectively.

The last part of the review dealt with the review of related empirical studies that provided the researcher with the theoretical base for the study. From the reviewed work, it was discovered that much has been done regarding motivation of teachers. Such works however, did not highlight on the influence of school climate on teachers motivation in secondary schools especially in the zone under study. No known work to the researcher was on the influence of school climate on teachers motivation in secondary schools in Enugu East Education Zone. This is the gap the study intends to fill.

CHAPTER THREE

Research Method

The chapter was organized under the following sub-headings: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Research design

The design of this study was ex-post factor. The design seeks to establish cause-effect relationship. Nworgu (2006) says the researcher only attempts to link some already existing effects or observation to some existing variables as causative agents. He notes that in their type of design, the researcher has no control over the variables of interest and therefore cannot manipulate them. The design is considered appropriate for the study since the variables are already known by the researcher.

Area of the study

The study was carried out in Enugu East Education Zone. The Education Zone is made up of three local government areas with a total of fifteen public secondary schools. The people have the zeal for acquisition of western education. The choice of the area for the study is based on the researchers' interest and her zeal to contribute towards the

improvement of secondary schools in the zone with regard to healthy school climate.

Population of the study

The population of the study comprised principals and teachers in the fifteen secondary schools from the zone. From available records, there are 15 principals and 511 classroom teachers in the education zone. Source: PPSMB, Enugu. 2010/2011.

Sample and sample technique

The sample size of the study is 526 respondents. This figure comprised the entire population of both the principals and the teachers from the education zone. Therefore, no sampling was carried out.

Instrument for data collection

The structured questionnaire developed by the researcher was the main instrument for data collection and was titled influence of School Climate on Teachers's Motivation in secondary schools (ISCTMQ). It consisted of 2 sections. Section 1 consisted of the demographic data of the respondents while section 2 contained 27 items arranged in four clusters A, B, C, and D which seek to provide answers to the research questions. Cluster A provided answers to the types of available school climates in the school, cluster B provided answers factors that influence teachers's motivation, cluster C provided data the extent open school climate influences teachers motivation, while cluster D provided data on

strategies for enhancing the influence of school climate on teachers' motivation in schools. Clusters A to D are on 4 point rating scale on real limits of numbers as follows: Very Great Extent (VGE) 3.50 ÷ 4.49, Great Extent, (GE) 2.50 ÷ 3.49 Low Extent (LE) 1.50 ÷ 2.49, Very Low Extent (VLE) 0.050 ÷ 1.

Validation of the Instrument

The instrument was face-validated by three experts, two from Educational Administration and Planning and one from Measurement and Evaluation of the Faculty of Education, University of Nigeria, Nsukka. The experts were requested to study the suitability and relevance of the instrument in line with the purpose of the study and the research questions as well as the appropriateness of the rating scale. Corrections were made which were effected by the researcher in line with their observations.

Reliability of the Instrument

To ascertain the reliability of the instrument, it was trial-test on ten (10) principals and (10) teachers from Udi Education Zone outside the area of the study. The data collected were subjected to statistical analysis using cronbach Alpha method. The reliability estimates 0.90, 0.90, 0.85 and 0.90 for clusters A-D respectively. The overall reliability estimate obtained was 0.90. This value was considered high enough to. Adjudge the instrument reliable.

Method of data collection

The questionnaire was administered to the respondents directly. Two instructed research assistants were employed to assist the researcher for quick delivery, retrieval and to ensure a 100% of the instrument.

Method of data analysis

Mean and standard deviation were used to provide answers to the five research questions posed for the study. The benchmark for acceptance level was 2.50-3.49, based on real limit of numbers for clusters A, B, C, and D, any mean score below this benchmark would be regretted, while t. test statistic was used to test the stated hypotheses at 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter presents the results of the study in the tables below.

This is based on the four research questions and two null hypotheses that guided the study.

Research question one:

What are the types of school climate available in secondary schools?

Table I: mean ratings of the respondents with regard to types of school climate available in secondary schools

S/N	Types of school climate available		Total number of respondents = 526	
S/No	Items	Overall $\bar{x}$	Overall SD	Decision
1	Open climate that allows teachers's participation	2.85	0.70	Agree
2	Close climate that discourages teachers's involvement in decision making.	3.00	0.71	Agree
3	Autonomous climate that creates freedom for teachers's to do their work.	2.66	0.82	Agree
4	Paternal climate that assumes all knowing to be obey by the teachers's	3.28	0.69	Agree
5	Controlled climate that distance the teachers from principals.	2.70	0.74	Agree
6	Familiar climate that encourages laissez fair.	2.86	0.72	Agree

Table I presents the mean ratings of the respondents on types of school climate available in secondary schools. The table shows that the respondents had mean ratings above 2.50. That is items 1, 2, 3, 4, 5 and 6 with mean scores of 2.85, 3.00, 2.66, 3.28, 2.70 and 2.86 respectively. This implies that the respondents agreed that the listed school climates are available in secondary schools.

Research question two:

To what extent do the following factors influence teachers' motivation in schools?

Table 2: mean ratings of the respondents on the extent the factors influence teachers motivation.

	To extent the factors influence teachers's motivation		Total number of respondents = 526	
S/No	Items	Overall $\bar{x}$	Overall SD	Decision
7	Adequate classrooms boost teachers's moral to work.	2.84	1.033	Great extent
8	Provision of instructional materials motivates teachers in the school.	3.00	1.1010	Great extent
9	Well equipped libraries will help and motivate teachers in impacting knowledge to students.	3.28	1.1021	Great extent
10	Well equipped laboratories will aid teachers in carrying out their assignments in the school.	2.89	6.751	Great extent
11	Beautiful structures and clean environment will motivate teachers in the school.	3.14	0.86	Great extent
12	Effective maintenance of school plants encourages teacher in executing their functions.	3.35	0.851	Great extent
13	Conducive staffroom will enhance teachers's performance.	3.20	1.020	Great extent

Table 2 presents the mean ratings of the opinions of the respondents with regard to the influence of listed factors on teachers's

motivation. The result from the table shows that the listed items 7, 8, 9, 10, 11, 12 and 13 had mean scores above 2.50-3.49 for acceptance. That is 2.84, 3.00, 3.28, 2.89, 3.14, 3.35 and 3.20 respectively. This means that the respondents to a great extent agreed that the listed factors influence teachers' motivation in secondary schools.

Research question three:

To what extent does open school climate influence teachers' motivation?

Table 3: Mean ratings of the respondents with regard to the extent open school climate influences teachers motivation.

	Influence of open climate on teachers' motivation		Total number of respondents = 526	
S/No	Items	Overall $\bar{x}$	Overall SD	Decision
14	It allows teachers to participate in decision making.	3.48	0.81	Great extent
15	The teachers are given freedom to do their work.	3.06	0.86	Great extent
16	The principal is accessible to teachers.	2.96	0.75	Great extent
17	Teachers' welfare is taken care of by the principal.	3.404	0.82	Great extent
18	There is effective communication or information flow in the school.	3.189	0.66	Great extent
19	It encourages teachers' performance.	3.201	0.85	Great extent

Table 3 above presents the mean ratings of the respondents with regard to the extent open school climate influences teachers' motivation.

The table shows that the mean scores of the respondents 3.48, 3.06, 2.96, 3.404, 3.189 and 3.201 on items 14, 15, 16, 17, 18 and 19 respectively are observed to be above the criterion limit of 2.50 – 3.49 for acceptance level. This implies that the respondents are supportive of the extent open school climate influences teachers' motivation in secondary schools.

Research question four:

What are the strategies for enhancing the influence of school climate on teachers' motivation?

Table 4: Mean ratings of the respondents with regard to strategies for enhancing the influence of school climate on teachers' motivation.

	Strategies for enhancing influence of school climate on teachers' motivation		Total number of respondents = 526	
S/No	Items	Overall $\bar{x}$	Overall SD	Decision
20	Encouraging the teachers through recognition of their worth.	3.20	0.85	Great extent
21	Allowing teachers to be involved in the decisions on the school	2.785	0.68	Great extent
22	Adequate provision of facilities and equipment in the schools.	3.50	0.75	Very great extent
23	Effective maintenance of school plant.	3.075	0.69	Great extent
24	Adequate attention to teachers' welfare.	3.49	0.78	Very great extent
25	Encouraging teachers' professional growth.	3.085	0.71	Great extent
26	Encouraging effective communication.	2.90	0.68	Great extent
27	Proper delegation of duties	3.03	0.67	Great extent

Table 4 presents the mean ratings of the respondents with regard to the strategies for enhancing the influence of school climate on teachers' motivation. From the table above, it can be seen that the respondents recorded all the items 20, 21, 22, 23, 24, 25, 26 and 27 above the acceptance level of 2.50. This result shows that the respondents agreed that all the listed items are effective strategies for enhancing the influence of school climate on teachers' motivation in secondary schools.

Hypothesis One (H₀₁)

There is no significant difference between the mean ratings of the principals and teachers with regard to the types of school climate available in secondary schools.

Table 5: Summary of t-test analysis for H₀₁

S/N	Group	Overall N.	Overall $\bar{X}$	Overall SD	d/f	Level of sig	Cal t value	table t value	Decision
1 2	Principals 15 Teachers 511	526	2.88	0.71	5.24	0.05	0.471	1.96	Accepted

Table 5 presents the summary of t-test analysis of the difference between the mean ratings of the respondents with regard to types of school climate available in secondary schools.

The t-test analysis shows that the calculated t-value of 0.471 is less than the table t-value of 1.96. This shows that there is no significant

difference in the mean ratings of the respondents with regard to the types of school climate available in secondary schools. Therefore, hypothesis one is accepted.

Hypothesis Two (Ho₂)

There is no significant difference between the mean ratings of the respondents with regard to factors that influence teachers' motivation in schools.

Table 6: Summary of t-test analysis for Hypothesis Two (Ho₂)

S/N	Group	Overall N.	Overall $\bar{X}$	Overall SD	d/f	Level of sig	Cal t value	table t value	Decision
1 2	Principals 15 Teachers 511	526	2.92	0.87	5.24	0.05	0.471	1.96	Accepted

Table 6 presents the summary of the t-test analysis of the difference in the mean ratings of the respondents with regard to factors that influence teachers' motivation in secondary schools.

The t-test analysis shows that the calculated t-value of 0.471 is less than the table t-value of 1.96 at 0.05 level of significance and 524 degree of freedom. This shows that hypothesis two is therefore accepted. There is no significant difference in the opinion of the respondents.

Summary of Findings

- 1) The result identified open school climate close climate, autonomous, paternal, controlled and familiar as the types of school climate available in secondary schools.
- 2) It also identified adequate classrooms, provision of instructional materials, well equipped libraries and laboratories as factors that influence teachers's motivation to a great extent in schools.
- 3) It also indicated that good school structure, effective maintenance of school plant and conducive staff room important factors that influence the motivation of teachers in the schools.
- 4) The result also revealed that open school climate encourages teachers's motivation in the secondary schools.
- 5) The result also indicated that recognizing the teachers worth, involving teachers in decision-making, provision of adequate facilities and equipment and effective school plant maintenance are effective strategies for enhancing the influence of school climate on teachers's motivation.
- 6) It also identified paying adequate attention to the teachers's welfare, encouraging their professional growth, effective communication and proper delegation of duties as important strategies for enhancing the influence of school climate on teachers's motivation.

CHAPTER FIVE

Discussion of Results

This chapter presents the results of the study based on the data analysis made in chapter four. The discussion focused on the research questions and the hypotheses postulated to guide the study. Other areas covered in the discussion included findings, conclusion, implications of the study, recommendations and suggestions.

Types of school climate available in secondary schools

The result of research question one (table I) identified open, close, autonomous, paternal, controlled and familiar as the available types of school climate in the schools. However, the respondents rated close climate, and paternal as the most commonly available in the schools. While open, autonomous, controlled and familiar are rated low by the respondents. This findings showed that principals of schools do not encourage the motivation of their staff to a great extent in the schools. This agrees with the view of Olujide (2001) that most principals' poor leadership styles in the schools frustrate the motivation of teachers in the school system.

There is the need to emphasize the importance teachers' motivation in the school system. This is because without adequate conducive environment, effective teaching and learning cannot take place in the schools. Halpin (2005) notes that friendly school

environment enables the teachers to put up their best as it is a high motivational factor for increased productivity in the schools. This is also in line with the view of Oboegbulem and Chiaha (2007) that adequate facilities and equipment are essential in ensuring proper teaching and learning in schools.

The extent these factors Influence teachers' motivation.

The findings from this research question indicated that adequate classrooms, provision of instructional materials, well-equipped library and laboratory to a great extent influence teachers' motivation in schools.

The findings also indicated good school structures, effective school plant maintenance and conducive staffroom accommodation to great extent also influence teachers' motivation in schools.

This underscores the need for adequate equipment of schools, the effective maintenance of school plant as well as enough accommodation for teachers in the school system. Hallack (1990) has noted the importance of well-equipped schools and maintained facilities as vital to the motivational tools for teachers in the school. The result of this research question implies that classroom, library facilities and teaching materials influence teachers' motivation in the secondary schools. Etuk (2007) also agrees with the findings of this research question. Etuk noted that classroom accommodation, teaching facilities greatly

influence teacher motivation in schools. This is because, the facilities help to simplify the explanation of concepts to the students.

The extent open school climate Influences teachers' motivation in schools

The findings from research question three indicated that open school climate (school administration) allows teachers' participation in decision-making, makes the principals accessible to teachers, encourages teachers to carry out their duties freely as well as promotes teachers' welfare. It also identified affective communication as an essential factor in motivating the teachers in the school system.

Open school administration not only helps in achieving effective and efficient school administration, it lays the foundation for staff efficiency in the performance of their functions and also their effective motivation. This agrees with the view of Nwankwo (2007) that people naturally hate to be ordered, controlled or directed to do their work by their leaders, instead they would prefer to be motivated or appealed to. Mgbodile (2004), notes that open school administration as motivational factor will give teachers sense of belonging, co-operation and commitment towards the achievement of the school goals. Hence, to promote teachers motivation and ensure their high quality instructional delivery, conclusive school atmosphere must prevail in the schools.

Strategies for enhancing the Influence of school climate on teachers' motivation

The result of research question four indicated that encouraging teachers through recognition of their worth, adequate provision of facilities and equipment in schools, effective school plant maintenance are to a great extent very effective strategies for climate on teachers' motivation in schools. Paying adequate attention to the teachers' welfare, encouraging their professional growth and proper delegation of duties with high mean scores of 3.49, 3.085, and 3.03 are also effective motivational strategies for enhancing the influence of school climate on teachers' motivation.

This is in line with the view of Obanyaa (2003), that to ensure teachers' motivation the school authorities should recognize the teachers' worth, pay attention to their welfare as well as ensure effective communication in the schools. Olujide (2001) also noted that adequate provision of facilities and equipment in the schools as well as effective maintenance of the school plants serve as good motivational factors for the teachers in the school system.

The findings of the research question are in agreement with the view of Enyi (2004) that encouraging teachers' sense of achievement, recognizing their personal values and improving and regulating conditions of service are key factors in motivating teachers in schools.

The t-test analysis of hypotheses one and two showed that for hypothesis one, (table 5) there was no significant difference in the mean ratings of the respondents with regard to types of school climate available in secondary schools. Since the calculated t-value less than the table t-value of 1.96, the hypothesis is accepted.

In the same vein, hypothesis two (table 6) showed that there was no significant difference in the mean ratings of the respondents with regard to factors that influence teachers' motivation in schools. With the t-calculated value of 0.471 less than the t-table value of 1.96 at 0.05 level of significant and 524 degree of freedom, the hypothesis is also therefore accepted. There was no significant difference in the mean ratings of the respondents with regard to factors that influence teachers' motivation in secondary schools. Conclusion from the results obtained and investigation into influence of school climate on teachers' motivation in secondary schools in Enugu-East Education Zone of Enugu State, the researcher came up with the following conclusions.

That the most available types of school climate in the secondary schools include close, paternal and familiar.

That provision of facilities and equipment, well-equipped library, good structure, effective school plant maintenance and conducive staffroom are important influential factors in teachers' motivation in the schools.

That open school climate (administration) has a great influence on teachers' motivation in secondary schools.

That encouragement of teachers through recognizing their worth, adequate provision of facilities and equipment and effective maintenance by school plants are effective strategies for enhancing the influence of motivation of teachers.

Also that giving adequate attention to the teachers' welfare, promotion of their professional growth as well as ensuring proper delegation of functions are effective measures for enhancing the influence of school climate on teachers' motivation in secondary schools.

The findings also identified adequate provision of facilities and equipment as well as giving adequate attention to the teachers' welfare as the most effective factors that influence of school climate on teachers' motivation.

Educational implications of the study

The implication of the influence of school climate on teachers' motivation in the school system cannot be overemphasized. Effective teaching and learning can only be made possible in an atmosphere that is both conducive and friendly. This can only be achieved through ensuring that the schools are well-equipped, facilities well-maintained with proper motivation of the teachers for them to perform their responsibilities creditably.

The success or otherwise of teaching and learning in the school system largely depends on how the principals implement their administrative duties as well as their leadership styles. To ensure the success of the education enterprise, there is the need for the school principals to ensure good and harmonious relationship with their teachers. This can be done through adopting open administration that carries everyone along, ensures recognition of the efforts of the teachers, protecting their interests, encouraging their professional improvement and maintaining effective communication flow in the schools.

The importance of school plant maintenance cannot be overlooked. A well-maintained school plant is the pride of both the students and the staff and gives them a serious sense of motivation for high academic achievement. The stakeholders should not only ensure that schools are well-equipped, they have to ensure that facilities are fully utilized through effective motivation of the teachers who use them to achieve the goals of education in the system.

It therefore becomes obvious that the government alone cannot do this. The implication is that the stakeholders, the government, principals and the entire society have to close ranks to ensure that teachers are properly motivated to be able to deliver effectively in the system. This will help to improve quality teaching and learning which in turn will lead to

the promotion of the academic achievement of the students and improve teachers' productivity in the education industry.

Recommendations

Based on the findings of the study, the following recommendations are made.

- 1) Adequate classroom and staffroom accommodation to be provided in the schools.
- 2) Effective school plant maintenance policy to be provided to ensure principals maintain school plants efficiently.
- 3) Efforts should be made to equip school libraries and laboratory buildings.
- 4) The principals to ensure smooth school administration through open school administration.
- 5) Schools to be adequately supplied with current teaching or instructional materials to promote staff motivation and performance.
- 6) Seminars and workshop to be frequently organized in the zone to help improve the professional growth of the teachers.

Suggestion for further study

Based on the findings of the study, the following is suggested for further study.

- 1) A comparative study of the influence of school climate on students' academic achievement in Enugu and Ebonyi State.

Summary of the study

The study was carried out to investigate the influence of school climate on teachers' motivation in Enugu-East Education Zone of Enugu State.

The study adopted ex-post factor design. The sample size is 526 respondents representing the entire population of both the principals and teachers in the zone. A researcher designed questionnaire was used as instrument for data collection.

Three experts face-validated the instrument while Cronbach Alpha method was used to compute the reliability estimate for the study. Four research questions and two null hypotheses tested at 0.05 level of significant guided the study. A 27 item structured questionnaire was subjected to statistical analysis using mean and standard deviation for the research questions and t-test for the hypotheses.

The results of the findings showed that the most common available school climate types in secondary schools are closed, paternal and familiar which does not encourage motivation of teachers. The study identified adequate facilities and equipment, maintenance of school plant and conducive accommodation as important motivational factors for teachers.

Other highlights include open climate, adequate attention to teachers' welfare, recognizing teachers' worth, ensuring their professional growth and proper delegation of duties are effective strategies for enhancing the influence of school climate on teachers' motivation.

Based on the findings of the study, recommendations were made which include provision of adequate accommodation, provision of school plant maintenance, policy and organization of seminars and workshops to improve teachers' growth among others.

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APPENDIX A

Department of Educational Foundations,
University of Nigeria,
Nsukka.

Dear Respondents,

The researcher is a postgraduate student of the above named Department currently undertaking a research study on influence of school climate on teachers's motivation on secondary school in Enugu East Educational Zone in Enugu State.

The researcher seeks your opinion in filling the attached questionnaire which is for the study alone and shall be treated with confidentiality.

Thanks for your co-operation.

Yours faithfully,

Edeh, Ifeoma N.
Reg No: PG/M.Ed/07/42967

APPENDIX B

QUESTIONNAIRE

SECTION I

Demographic Data

Please indicate your choice by ticking (✓) in the appropriate space:

STATUS: Principal ☐

Teacher ☐

Name of school: é ..

Key

Strongly Agree (SA) 4 points

Agree (A) 3 points

Disagree (D) 2 points

Strongly Disagree (SD) 1 point

SECTION II

Please indicate your appropriate option by ticking (✓) in the columns provided using the above key as a guide.

Cluster A: What are the types of school climate that are available in secondary schools?

S/N	ITEMS	SA	A	D	SD
1	Open climate that allows teachers's participation				
2	Close climate that discourages teachers's involvement in decision making.				
3	Autonomous climate that creates freedom for teachers's to do their work.				
4	Paternal climate that assumes all knowing to be obey by the teachers's				
5	Controlled climate that distance the teachers from principals.				
6	Familiar climate that encourages laissez fair.				

Cluster B: To what extent do the following factors influence teachers' motivation in schools?

S/N	ITEMS	VGE	GE	LE	VLE
7	Adequate classrooms boost teachers moral to work				
8	Provision of instructional materials motivate teachers in the school				
9	Well equipped libraries will help and motivate teachers in impacting knowledge to students.				
10	Well equipped laboratories will aid teachers in carrying out their assignments in the school.				
11	Beautiful structures and clean environment will motivate teachers in the school.				
12	Effective maintenance of school plants encourages teachers in executing their functions.				
13	A conducive staffroom will enhance teachers' performance.				

Cluster C: To what extent does open school climate influence teachers' motivation?

S/N	ITEMS	VGE	GE	LE	VLE
14	It allows teachers to participate in decision-making				
15	The teachers are given freedom to do their work.				
16	The principal is accessible to teachers.				
17	Teachers' welfare is taken care of by the principal.				
18	There is effective communication or information flow in the school.				
19	It encourages teachers' performance.				

Cluster D: What are the strategies for enhancing the influence of school climate on teacher's motivation?

S/N	ITEMS	SA	A	D	SD
20	Encouraging the teachers through recognition of their worth.				
21	Allowing teachers to be involved in the decisions on the school.				
22	Adequate provision of facilities and equipment in the schools.				
23	Effective maintenance of school plant .				
24	Adequate attention to teachers' welfare				
25	Encouraging professional growth of teachers.				
26	Encouraging effective communication.				
27	Ensuring proper delegation of duties.				

APPENDIX D
LIST OF SECONDARY SCHOOLS IN ENUGU EAST EDUCATION
ZONE OF ENUGU STATE

S/N	NAME OF SEONDARY SCHOOLS	NO. OF PRINCIPALS	NO. OF TEACHERS
1	National Grammar School Nike 1	1	40
2	National Grammar School Nike 11	1	37
3	Trans Ekulu Girls Secondary School 1	1	45
4	Trans Ekulu Girls Secondary School 11	1	45
5	Girls Secondary School 1 Abakpa	1	43
6	Girls Secondary School 11 Abakpa	1	41
7	Accession Secondary School, Nike	1	37
8	Community Secondary School Ugwuogo Nike	1	30
9	New Haven Boys Secondary School	1	42
10	St. Patrick's Secondary School Emene	1	34
11	Community Secondary School Emene	1	37
12	Girls Secondary School Emene	1	35
	Total	12	511

Source: Planning Research and Statistics Unit (PRS) PPSMB Enugu
East Education Zone (August 2010).