Open and Control administrative Climate as Predictors of Teachers' Morale in Senior Secondary Schools in Adamawa State, Nigeria

Robert Kwanti

Department of Physical Sciences Education, Modibbo Adama University of Technology Yola, Adamawa State, Nigeria.

Abstract: This study investigated the open and control administrative climates as predictors of Teachers morale in senior secondary schools in Adamawa state. The study aimed to determine whether an Administrative climate predicts Teachers' morale in senior secondary school in Adamawa state, Nigeria. Three research questions and two hypotheses were raised and tested at 0.05 level of significance. The study adopted correctional survey research design. The population of the study was 5,968 comprising 326 school administrators and 5,642 Teachers of Senior Secondary Schools within the five education zones in the state. A Total sample of 598 subjects including 20 school administrators and 578 Teachers were randomly selected within three education zones in the state based on proximity. The instrument for data collection was tagged Open and comtrol dministrative climates and Teachers' morale questionnaire was subjected for evaluation by four experts, two from the department of physical sciences education and two from Life and Environmental sciences department. The reliability of the instrument was determined after a trial testing and a reliability coefficient of 0.88 and 0.84 were obtained using Cronbach Method. Data were analyzed using Mean and Standard deviation for the research questions, while linear regression one way ANOVA and multiple regression analyses were used to test the hypotheses. Findings from this study indicated that open administrative climate predicted teachers' morale since $F_{1,586} = 10.352$, $P = 0.001 < 0.05$ level of significance, and control administrative climate predicted teachers' morale since $F_{1,586} = 4.535$, $P = 0.034 < 0.05$ level of significance,. The study revealed that all the hypotheses tested showed that open and control administrative climates predicted teachers' morale in Senior Secondary Schools .Based on the findings it was recommended that school administrators should maintain an open door policy to establish close relationship with the teachers' to boost their morale, school administrators should ensure teachers are committed to their professional duties. workshops and seminars should be organize for teachers to update their knowledge and government should provide instructional facilities in schools to promote teaching and learning .Finally suggestions were also proffered for further studies such as, there is the need to conduct further studies on open and control administrative climates in other state of the federation and similar studies should be carry out in other parts of the country to enable generalization of the findings.

Keywords: Open climate, Control climate and Teacher morale.

INTRODUCTION

Teachers are the focus for human resource development as well as the major agents for the fulfilment and actualization of the curriculum (Chinyelum, 2017). Education is the prime key to the growth and development of a society in all its spheres. Education is a social sector of an economy. It is the infrastructure for the economic

development. Education is provided in different forms at different levels in Nigeria. All sections of people including women, children and weaker sections tend to take care of their health and lead a healthier life in the most literate nations. It is a clear fact that several factors play dominant role in the enhancement of job satisfaction of teachers, the major factor being connected with finance (Rajan and Subramanian, 2017).

The quality of education hinges on the quality of teachers as a result teachers are critical to the success of any educational system. Supporting this view, Chinyelum (2017) states that teachers are the hub of the educational system. Teachers are a vital part of the educational system. They provide the motivation and support that students need in order to succeed. Yet, teachers also need to be motivated and supported in order to be productive. Teacher morale could suffer due to the constant stress of trying to meet educational goals, or due to a change in leadership or policies. Improving teacher morale has many benefits in that it can help teachers to maintain a positive attitude and be happier at work so as to play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching by their teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning (Govindarajan, 2012) Therefore, Nigeria as a nation cannot afford to neglect its teachers, having acknowledged education as a tool to attain the much desired rapid social and economic development

Robinson,Vickie Tantee (2007) define Morale, as the degree of personal fulfillment and job satisfaction a teacher feels in relationship to his or her job performance Perumal (2011) also defined Morale as the state of the spirit of a person or group as exhibited by confidence, cheerfulness, discipline, and willingness to perform assigned tasks. In schools the morale of teachers is an important factor to ensure that teachers' give of their best at all times so that students receive the best possible education. Young minds are easily influenced and affected by what they see and learn. Creating a positive school climate is an added factor that can help schools focus on providing a well-rounded educational programme in which teachers and students are willing participants. According to Samkange, (2012).Teachers are becoming more critical of the traditional bureaucratic and authoritative Top-down method of administrating and managing schools. Teachers, like other citizens are becoming more and more aware of their rights. As such, teachers are demanding that they must be involved in the decision making process, not only in their schools but in national education issues as well and the general dissatisfaction by teachers, school heads and the general public on issues of school administration and management, and decision making.

Teacher is a person employed by the school system to guide and direct the learning Experiences of students in an official educational setting. This person successfully completed a professional curriculum from an accredited teaching institution and held a teaching certificate. Rajan & Subramanian (2017) asserted that teachers constitute a significant component of the work force of any country. open climate involves an atmosphere in which the school Administrators listens to Teachers. In this climate Teachers are involved in decision making are respected and taken as colleagues by the administrators, both Administrators and Teachers are accessible .An open climate describes the authenticity and openness of interaction between leaders and the employees . A leader that fails to establish an open and honest environment create organizational climate that lack the strategic data conducive for proper risks and making proper decisions (Cangemi etal 2008). Edeh (2010) pointed out that control climate refers to to the type of climate in which an Administrator emphasized hard work at the expense of social life. The climate tends to be impersonal highly task oriented and highly control. The climate lacks openness or authenticity of behaviour because the group is disproportionately preoccupied with task achievement.

Purpose of the study

The purpose of the study is o investigate the level to which open and control climates predicts Teachers' morale in Senior Secondary Schools in Adamawa state, Nigeria

Research Questions

The following research questions were raised to guide this study:
1. What is the level of openness of administrators in Senior Secondary Schools in Adamawa State?
2. What is the level of controlling ability of administrators in Senior Secondary Schools in Adamawa State?
3. What is the level of teachers' morale in Senior Secondary School in Adamawa State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho₁ Administrators' openness does not significantly predict teachers' morale in Senior Secondary Schools in Adamawa State, Nigeria.

Ho₂ Administrators' controlling ability does not significantly predict teachers' morale in Senior Secondary Schools in Adamawa State, Nigeria.

Methodology

The research design adopted for this study was correctional survey research design. According to Nwana (2005) and McColmbas (2020) a survey survey design involves the use of sample to collect data from which values in the population are estimated. The area of the study was Adamawa State. Adamawa state is located on coordinates 9^0 20'N 12 30'E, the latitude is 12^o4381E and the longitude is 9°, 325N. It is also situated in the North Eastern part of Nigeria. The state shares boundary with Borno, Gombe, Taraba state and federal Republic of Cameroun. Adamawa state has a total population of 3,737,223 (NPC, 2006). Adamawa state has 21 local government areas. The population of this study was 5, 968 subjects comprising 326 school administrators and 5, 642 teachers of Senior Secondary Schools within the five (5) Education zones in Adamawa state. The sample for this study was 598 subjects. The sample for this study was drawn from three education zones out of the five education zones in Adamawa state.Nigeria. Odekunle (2013) stressed that sampling is very necessary when there is infinitely large number to be managed within the time and financial constraint. The researcher used questionnaires as the data collection instrument with four likert format type. Very High level (VHL), High Level (HL), Low Level (LE), Very Low Level (VLL),

The research questions were answered using descriptive statistics (Mean and standard deviation) and a mean of 3.50-4.49 was regarded as very high level, 2.50-3.49 was regarded as high level, 1.50-2.49 was regarded as low level and 1.00-1.49 was regarded as very low level Hypotheses were tested using linear regression, one way analysis of variance and multiple regression using 0.05 level of significance for decision making.

Results and Discussions

Research Question 1: What is the level of openness of administrators in Senior Secondary Schools in Adamawa State?

Table 1: Level of Openness of Administrators

S/N	ITEMS	n= 588	Mean	Standard Deviation	Remark
`1	Level to which Administrator maintains an open door Policy		2.49	1.34	LL
2	Level to which Administrator involves Teachers in decision making		2.45	1.15	LL
3	Level to which Administrator accepts Teachers' views		2.54	1.12	HL
4	Level to which Administrator moves together with Teachers		2.49	1.11	LL
5	Level t to which Administrator maintains good rapport with Teachers		2.40	1.11	LL

		Grand mean = 2.50		2.50		HL

Key: N=Valid number of participants, LE= Low level, HL=High level

Table 1 shows that the level at which administrators maintains open door policy, involves teachers in decision making, accepts teachers' view concerning issues in the school, moves along with teachers; maintain good rapport with Teachers has a grand mean response of 2.50, which means that the level at which administrators maintains open policy in Senior Secondary Schools in Adamawa state is at the high level.

Research Question 2: What is the level of controlling ability of administrators in Senior Secondary Schools in Adamawa State?

Table 2: Levelof Controlling of Administrators

S/N	ITEMS	n=588	Mean	Standard Deviation	Remark
6	Level to which Administrator grants Teachers Autonomy		2.57	1.13	HL
7	Level to which Administrator allows Teachers' initiatives		2.44	1.11	LL
8	Level to which Administrator motivates Teachers for productivity		2.44	1.15	LL
9	Level to which Administrator encourages social need Satisfaction		2.56	1.11	HL
10	Level to which Administrator Works with Teachers with Minimal Control		2.51	1.11	HL
	Grand mean =			2.50	HL

Key: N=Valid number of participants, HL= High Level, LL= Low Level

Table 2 shows that the level at which administrators control the school by granting teachers a measure of autonomy, allow teachers to use their initiative, motivate and encourage
social needs satisfaction, works with Teachers with minimal control has a grand mean response of 2.50.This means that the controlling ability of administrators in Senior Secondary Schools in Adamawa state is at the high level.

Research Question 3: What is the level of Teachers' morale in Senior Secondary Schools in Adamawa State?

Table 3: Level of Teachers' morale

S/N	ITEMS	n=588	Mean	Standard Deviation	Remark
21	Level of close consultation		2.52	1.15	HL
22	Level of readiness to offer useful advice		2.48	1.07	LL
23	Level of sense of belonging of Teachers		2.43	1.10	LL
24	Level of Teachers' recognition		2.48	1.10	LL
25	Level of Teachers' cooperation among themselves		2.46	1.10	LL
	Grand mean = 2.50		2.50		HL

Key: N=Valid number of participants, HL= High Level, LL= Low Level

Table 6 shows that the level of Teachers' morale in Senior Secondary Schools in Adamawa state has a grant mean of 2.50.This shows that the level of teachers' morale is high.

Hypotheses Testing

The hypotheses were tested using linear regression, one way ANOVA, and multiple regressions at 0.05 level of significance.

H_{o1}: Administrators' openness does not significantly predict teachers' morale in Senior Secondary Schools in Adamawa state.

Table 4: Summary of ANOVA of Open Administrative Climate and Teachers' Morale.

Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	3.315	1	3.315	10.352	0.001
	Residual	187.681	586	0.320		
	Total	190.996	587			

a. Predictors: (Constant), Administrative Open Climate
b. Dependent Variable: Teachers' Morale

Table 7 shows linear regression analysis was conducted to test whether administrators' openness predicts teachers' morale. The results show that administrators' openness' significantly predicted teachers' morale, $F_{1, 586} = 10.352$, $p = 0.001$. Therefore, the null hypothesis was rejected since the p – value (0.001) is less than 0.05 level of significance. This implies that there is significant prediction between administrators' openness and teachers' morale.

Table 5: Model Summary of Administrative Open Climate and Teachers' Morale

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.132a	0.017	0.016	0.5659

a.   Predictors: (Constant), Administrative Open Climate
b.   Dependent Variable: Teachers' Morale

The result in table 8 shows a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the predictor (administrators' openness) explained 1.6 % of the variance in teachers' morale. Administrators openness and teachers' morale were found to have weak positive relationship which is indicated by r value = 0.13.

H_{o2}: Administrators' controlling ability does not significantly predict teachers' morale in Senior Secondary Schools in Adamawa state.

Table 6: Summary of ANOVA:' Control Administrative Climate and Teachers' Morale.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.467	1	1.467	4.535	0.034a
	Residual	189.529	586	0.323		
	Total	190.996	587			

a. Predictors: (Constant), Administrative Control Climate
b. Dependent Variable: Teachers' Morale

Analysis in Table 9 shows a linear regression analysis was conducted to test whether administrators' control predicts teachers' morale. The results show that administrators' control' significantly predicted teachers' morale, $F_{1, 586} = 4.535$, $p = 0.034$. Therefore, the null hypothesis was rejected since the p – value (0.034) is less than 0.05 level of significant. This implies that there is significant relationship between administrators' control and teachers' morale.

Table 7: Model Summary:' Controlling Administrative Climate and Teachers' Morale

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.088	0.008	0.006	0.5687

a. Predictors: (Constant), Administrative Control Climate

b. Dependent Variable: Teachers' Morale

The model summary table 7 revealed a model summary which shows how the independent variable explains the variance in the dependent variable. The result shows that the predictor (administrators' control) explained 0.6 % of the variance in teachers' morale. Administrators openness and teachers' morale were found to have weak positive relationship which is indicated by r value = 0.088

Findings of the Study

This study established that open and control administrative climates were found to have weak positive prediction on teachers' morale (r value = 0.088).

Discussion of the study

The study found that Administrators openness in Senior Secondary Schools in Adamawa state is high with total grand mean of 2.50 and standard deviation of 0.001.This study was supported by Raza (2010) who found out that an open climate describes the authenticity and openness of interaction between leaders and their employees. The findings disagreed with view of Kosgei, Mise, Odera and Ayugi (2013) who found that poor performance is attributed to inadequate Teachers. The findings was also in line with Congemi et al (2008) who found that leaders who to establish an open and honest environment create organizational climate that lacks the strategic data conducive for taking proper risks and making proper decisions. The results also show that administrators' openness' significantly predicted teachers' morale, $F_{1, 586} = 10.352$, $p = 0.001$. Therefore, the null hypothesis was rejected since the p – value (0.001) is less than 0.05 level of significant. This implies that there is significant relationship between administrators' openness and teachers' morale. This study is in line with Dorathi (2011), who found that a school that exhibits an open climate through both teacher and principal behaviours increases the school's effectiveness through enhanced staff performance, morale, and student achievement levels.

The Administrators controlling ability is high with a grand mean of 2.50 and a standard deviation of 0.034. This findings conform to Edeh (2010) who found out that control climate refers to the type of climate which the administrators emphasize hard work at the expense of social life. The climate lacks openness and authenticity of behavior, because the Teachers and administrators are disproportionately preoccupied with task achievement. The findings disagreed with Halpin (2006) who found that low level of satisfaction and morale can lead to decrease Teachers productivity and burn out, which is associated with a loss of concern for detachment from the people with whom one works, decrease quality of teaching, depression, greater use of sick leave, effort to leave the profession, and a cynical and dehumanized perception of student. The results again show that administrators' control' significantly predicted teachers' morale, $F_{1, 586} = 4.535$, $p = 0.034$. Therefore, the null hypothesis was rejected since the p – value (0.034) is less than 0.05 level of significant. This implies that there is significant relationship between administrators' control and teachers' morale. This finding agrees with Abiyegu and Ugwuja (2007) who found that the most important factor in teaching is not methods or curriculum but the teacher because he translates all these into meaningful learning experience to the students.

Conclusion

This study concluded that open, control administrative climate and teachers' morale were high in Senior Secondary Schools in Adamawa state is at the high level, the result indicated that

Recommendations

Based on the findings of this study the following recommendations were made:

1. The school administrators should maintain open administrative climate in senior secondary school in Adamawa State, Nigeria.
2. The school administrators should maintain control administrative climate in senior secondary school in Adamawa State, Nigeria.
3. Teachers; morale should be maintained in senior secondary school in Adamawa State, Nigeria.

References

1. Cangemi, J.P., Burga, B., Lazarus, H., Miller, R.L., & Fitzgerald, J. (2008). The real work of a leader: A focus on the human side of the of the equation. *Journal of Management Development, 27*(10), 1026-1036.
2. Chinyelum, E.O., (2017). Influence of social climate on teachers morale in public schools in Delta state, Journal of Research and Method of in Education *7*(1), 19-24.
3. Edeh, I.N (2010). *Influence of school on teachers' motivation in Senior Secondary Schools in Enugu East Education Zone of Enugu State*. Unpublished M Ed Thesis University of Nigeria Nsukka.
4. Govindavajan, K., (2012). Teachers morale: *International Journal of behavioural social and movement science 1*(2) 1-6.
5. McCombes S. (2020), APA Vs MLA: The key differences. Retrieved from https://www.scribbr.com 31/01/2020.
6. Nwana, O.C. (2005). Introduction to educational research, revised Edition, Lagos: Heineman Educational Books, Nigeria Plc.
7. Perumal, M. (2011). Key Strategies to raise teachers' morale and improve school climate. Distinquished Fulbright awards in teaching programme. Fulbright project South Africa.
8. Rajan, R.N. & Subranijan (2017). Job satisfaction and morale of taechers' in Trivelveli Distict India. *International Journal of Research Granthaalayah, 5*(4) 7-13. http//doi.org/105281/Zenodo 569367.
9. Randolf, R, Vickie & Tantee (2007). Leadership behaviors that contribute to teachers' morale.Electronic Thesis & Dissertations, 218 Retrieved from http://digitalcommons,geogiasouthern,edu/etd/218
10. Samkange, W. (2012), Teacher involvement in decision making: A case study for school administration and management in Zimbabwe. *International journal of social social science and Education, 2*(2), 20-30.