



Perceived Influence of School Climate on Students' Learning Outcomes in Secondary Schools in Port Harcourt Metropolis of Rivers state

Dr. O. T. Amie-Ogan & Emekom Judith Onyinyechi

**Department of Educational Management
Faculty of Education
Rivers State University, Port Harcourt, Rivers State, Nigeria**

ABSTRACT

The study examined perceived influence of school climate on students learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State. Three research questions were posed and three hypotheses postulated. The study adopted descriptive research design. The population of the study was 2412 teachers in 223 private junior secondary schools in Port Harcourt Metropolis of Rivers State, which consisted of 237 qualified teachers from Port Harcourt Local Government Area and 97 qualified teachers from Obio/Akpor Local Government Area. 1183 unqualified teachers from Port Harcourt Local Government Area and 895 unqualified teachers from Obio/Akpor Local Government Area in Rivers State accordingly. The sample size of the study was 517 which consisted of 182 qualified teachers and 323 unqualified teachers from Obio/Akpor and Port Harcourt Local Government Areas of Rivers State; derived through the multi-stage and purposive sampling technique. The instrument for the study was a self-designed questionnaire tagged: "Perceived Influence of School Climate on Students Learning Outcome Questionnaire" which was structured on a 4 point rating scale of Very High Extent, High Extent, Low Extent, and Very Low Extent. It was validated by experts in the Department of Measurement and Evaluation and Educational Management. Cronbach Alpha was used to achieve reliability indexes of .943, .942, and .904 respectively. Mean and standard deviation were employed to answer the research questions while z-test was used in testing the formulated null hypotheses at 0.05 level of significance. It was found among others that open school climate; paternal school climate and familiar school climate have positive influence on students learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State. Based on the findings, some recommendation made were that principals should explore the use of open climate to enhance job satisfaction of teachers and students learning outcomes.

Keywords: School Climate, Open School Climate, Paternal School Climate, Familiar School Climate

INTRODUCTION

Teachers and school principals may not so much lay emphasis on school climate viz-a-viz to other related school variables at the beginning of each academic year. Coincidentally school climate is one of the foremost school variables that influence students' learning outcomes. National School Climate Centre (2012) described school climate as the quality and character of the school life that fosters or undermines children's development and learning achievement. It is based on patterns of school life experience which reflects norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures (National School Climate Council, 2019). It was reiterated that a sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society.

School climate is referred to as the tone, feeling, character or personality of a work environment. Its characteristic pervasiveness enable parents, educators, students and community members form judgements about a school on gaining entrance into it. It is said to influence efforts geared towards the goal attainment of a school either negatively or positively and could also be said to be close or open (Hoy

& Sabo 2009). Marina and Hinjari (2008) identified six types of climates prevailing in schools such as open, paternal, familiar, autonomous, close and controlled. An open climate describes the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy and Sabo (2009) emphatically stressed that an open climate reflects the principals and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal according to them shows genuine concern for teachers, motivates and encourages staff members, gives the staff freedom to carry out their duties in the best way they know, and does not allow routine duties to disrupt teachers' instructional responsibilities.

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining a friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the college. This is because they do not share the same views with the principal and their colleagues. As a result, those who are not committed form cliques as they share the same views and become cronies. Over familiarity between the principal and teachers could result in an upsurge of laxity and poor school performance. According to Oborah (2009), paternal climate depicts an atmosphere where the principal is hardworking, but unfortunately, his/her hard work has no effect on the teachers. There is a degree of closeness between the principal and teachers, but the principal's expectation from teachers is rather impracticable. As a result, most teachers, students and parents prefer to maintain distance from the principal.

In an unsafe school environment, neither teachers nor students can teach or learn. It has been proven that better ways of teaching and learning occur in a stable and safe school environment. Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) observed that students are more engaged and attain higher academic achievement in schools with positive school climate. Also, Wang and Degol (2016) opined that a positive school climate leads to higher academic achievement when it is characterized by high academic expectations and high-quality teacher student relationships. The diverse positions of researchers on school climate and students' performance necessitated the present study on influence of school climate on learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Influence of Open Climate on Students' Learning Outcomes

An open climate is used to describe the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy and Sabo (2008) opined that an open climate reflects the principal and teachers' cooperative, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal, according to these researchers, show genuine concern for teachers; he/she motivates and encourages staff members (high supportiveness). He/she gives the staff freedom to carry out their duties in the best way they know (low directiveness) and does not allow routine duties to disrupt teachers' instructional responsibilities (low hindrance). Also, in a school/college characterized with open climate, teachers are portrayed as tolerant, helpful and respectful professionals (low disengagement). They are caring and willing to assist students when the need arises. Teachers work hard so that students succeed (high commitment). They care, respect and help one another as colleagues and even at personal level (high collegial relations). As a team they work for the success of students. Both the principal and teachers are accessible and approachable and maintain close relationships with students and parents, (Abiodun, Shittu, Olaifa, & Ayoku, 2019).

Open climate of the school is associated with peculiar characteristics which account for space and authenticity between relationships of principals, teachers, students and parents. Hoy and Miskel cited in Payal (2017) argues that the open climate reflects upon the supportive, welcoming and positive role of the principal (manager) towards teachers' ideas as well as his attachment and devotion to work. He supports staff members by giving them freedom in undertaking tasks to the best of their knowledge. The power of empowerment unleashes latent talents in teachers which is an added advantage to the school, students, parents and the community. Payal (2017) observed that teachers work in teams to guarantee students' success. Teachers as leaders make themselves available to maintain close relationships with students and parents. The more open a school climate is, the more dedicated, loyal and pleased will be the teachers. Students will also be better productive in their schooling.

In the view of Eneasator (2008), the open climate represents an ebullient organization that concentrates on the achievement of set organizational goals and objectives without neglecting the satisfaction for members' needs. The principal strives to integrate personnel (staff and students) needs with school goals. The open school climate is an energetic lively school atmosphere, properly focused on realizing defined organizational goals, while providing satisfaction for students' needs. (Ibid, 2008). Basically, the qualities of an open climate could predict high academic performance of students in secondary schools.

Influence of Paternal Climate on Students' Learning Outcomes

This type of climate depicts an atmosphere where the principal is very hardworking, but has no positive influence on the staff. According to Costly & Todd cited in Dorina (2014) hard work is unpopular to staff members and there is a degree of closeness between the principal and teachers, but the principal's expectation from teachers is rather impracticable. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Johnson in Tim, Dewey and Jia (2018) buttressed that the paternal school climate is characterized both by adult respect for students and students being willing to seek help; and that paternal schools tend to have students who are aware of school rules and believe they are fair" and "have positive relationships with their teachers which affect their academic outcome.

There is a degree of approachability between the leaders and teachers, but teachers' expectations tend to be quite unrealistic. Abiodun, Shittu, Olaifa, and Ayoku (2019) refers to this type of school climate as a controlled school climate where the relationship between the principal, students and teachers is not cordial as everything is done to enforce rules and regulations. In a controlled school climate, hard work is a major characteristic. Nonetheless, teachers are committed to their work and spend considerable time on paperwork. Thus, in most cases, there is little time to interact with one another. Students are also hard-working but are given little time for participation in extracurricular activities. The principal often employs a direct approach, keeps a distance from teachers, students and parents in order to avoid familiarity. Parents are not encouraged to visit the school with their children's problems as the time on such matters could be used on something worthwhile. The principal in this type of school is more interested in the achievement of school goals than satisfying the individual or social needs. Rules, regulations and formality are strictly enforced which infers that the relationship among individuals is impersonal. Such a school is highly task oriented and controlled (Eneasator, 2008).

Influence of Familiar Climate on Students' Learning Outcomes

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers may not be committed to their primary assignment. Silver cited in Syed (2010) described the familiar school climate as depicting a sort of laissez-faire atmosphere. Lawson and Masyn (2015) and Wang and Eccles (2013) stated that familiar school climate influences academic achievement, and from a practical perspective, it guides school authorities to gauge the impact of their school climate interventions on student engagement to achieve academic outcomes. The principal is pretty much interested in maintaining a social atmosphere that favors the fulfillment of any particular task. Thus, a significant number of teachers are not committed to their main task. Some of them do not like the way a principal leads, but others do not necessarily share the same opinion with their colleagues or with the principal. They reiterated that those who are not really dedicated make up a particular group since they exhibit the same type of behavior. Most of the students do not take their learning process seriously and some others do cook up all sorts of vain and hollow excuses to be out of school or to be absent from it (unexcused absences). It was thus concluded that this type of climate breeds unseriousness among students and teachers. Teachers and students are given to absenteeism and truancy which are counterproductive to the school organization.

Statement of the Problem

Agi and Eremie (2018) asserted that Education laws and their proper implementation are the basis of effective and efficient management of school facilities which include the physical and spatial enablers of teaching and learning (school administrators, teachers and students; blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visuals, tables, desks,

chairs, playground, storage space and toilets). However, the reverse is the case in most private junior secondary schools. Observations show that some private secondary schools are an aberration among quality schools. Schools operate in two (2) or three (3) rooms constructed with zinc and plywood; close to stagnant brackish water filled gutters which are interspersed with solid waste and microorganisms which are characterised by oozing offensive smell. Secondly, most schools are not maintained as the infrastructure continues to deteriorate. Low quality teachers are engaged with meagre salaries. Teachers are not trained and are not given the opportunity to enrol for in-service training due to incessant threats of arbitrary dismissal from working in a dwindling economy. This scenario which characterizes lots of private junior secondary schools is inimical to students' academic success and achievement of the 9 year unfettered access to education. Hence, the study investigated influence of school climate on students learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Purpose of the Study

The purpose of this study was to determine the influence of school climate on students learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State. Specifically, the study sought to:

1. determine the extent open climate influence students learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.
2. ascertain the extent paternal climate influence students learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.
3. find out the extent familiar climate influence students learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Research Questions

1. To what extent does open school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State?
2. To what extent does paternal school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State?
3. To what extent does familiar school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State?

Hypotheses

Ho₁: There is no significant difference between the mean responses of qualified and unqualified teachers on the extent open school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Ho₂: There is no significance difference between the mean responses of qualified and unqualified teachers on the extent paternal school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Ho₃: There is no significance difference between the mean responses of qualified and unqualified teachers on the extent familiar school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

METHODOLOGY

The research design used for this study was the descriptive survey design. The population of the study was 2,412 teachers in 223 Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State, which consisted of 237 qualified teachers from Port Harcourt local government Area and 97 qualified Teachers from Obio/Akpor Local Government Areas; and 1,183 unqualified teachers from Port Harcourt local government Area and 895 from Obio/Akpor Local Government Area respectively. A sample size of 517 respondents which comprised of 182 qualified teachers and 323 unqualified teachers was derived through the multi-stage and purposive sampling techniques. A self-structured questionnaire titled: "Perceived Influence of School Climate on Students learning Outcomes Questionnaire" was used to collect data from the respondents. The instrument had two (2) sections of A and B. Section A dealt with demographic information while Section B had 15 questionnaire items based on the objectives of the study. The response scale was structured on a 4-point Likert rating scale of Very High Extent (VHE);

High Extent (HE); Low Extent (LE); and Very Low Extent (VLE) with values of 4, 3, 2 and 1. Cronbach Alpha was used to obtain reliability indexes of .943, .942, and .904. Mean and standard deviation were used to answer the research questions. A criterion mean of 2.50 was used to either ascertain Low Extent or High Extent. The hypotheses were tested using z-test statistics at 0.05 level of significance. Analysed data therefore, with calculated z-value above the z-critical value of ± 1.96 were rejected and when the reverse occurs the null hypothesis was accepted.

RESULTS

Research Question 1: *To what extent does open school climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State?*

Table 1: Mean Ratings of Respondents on the Extent Open School Climate Influence Students’ Learning Outcomes in Private Junior Secondary Schools.

S/N	Questionnaire Items	Qualified Teachers N = 182			Unqualified Teachers N = 323		
		\bar{X}	SD	Rem	\bar{X}	SD	Rem
1	Teachers and student cooperate in order to enhance students’ learning outcomes	2.79	1.487	HE	2.80	1.492	HE
2	Contributions from stakeholders are used to improve on standards that result in higher students’ output.	3.66	1.299	VHE	3.67	1.299	VHE
3	High level of principals-teachers cooperation contribute to students’ academic success in my school	2.98	1.415	HE	2.97	1.419	HE
4	Students tend to perform better when there is a supportive atmosphere between principal and teachers	3.23	1.207	VHE	3.22	1.216	VHE
5	Teachers perceptions of the attitude of principals tend to have a direct or indirect influence students’ learning outcomes	3.28	1.215	VHE	3.27	1.220	VHE
Grand Mean (\bar{X}) & SD		3.18	0.82	VHE	3.19	0.82	VHE

Source: Field Survey March, 2020

The result on table 1 revealed that questionnaire items (1-5) had mean scores of 2.79, 3.66, 2.98, 3.22 and 3.28 for qualified teachers and mean scores of 2.80, 3.67, 2.97, 3.22 and 3.27 respectively for unqualified teachers. The table showed means that were above the criterion mean of 2.50. This implies that to a very high extent, open school climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Research Question 2: *To what extent does paternal climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State?*

Table 2: Mean Ratings of Respondents on the Extent Paternal School Climate Influence Students’ Learning Outcomes in Private Junior Secondary Schools.

S/N	Questionnaire Items	Qualified Teachers N = 182			Unqualified Teachers N = 323		
		\bar{X}	SD	Rem	\bar{X}	SD	Rem
6	In my school, the teachers act independently in nature and this influence students’ academic performance	3.23	1.348	VHE	3.22	1.355	VHE
7	In my school, teachers are given a good measure of freedom to academic and co-curricular activities.	3.19	1.267	VHE	3.18	1.275	VHE
8	Both teachers and students are motivated to achieve good learning outcomes in my school	2.98	1.316	HE	2.97	1.320	HE
9	In my school, there is no internal or external threat on teachers’ job, and this influence students’ learning outcomes	3.08	1.268	VHE	3.07	1.274	VHE
10	My school is characterised by hardworking teachers which influence students’ academic performance	2.97	1.103	HE	2.97	1.100	HE
Grand Mean (\bar{X}) & SD		3.08	0.93	VHE	3.07	0.93	VHE

Source: Field Survey March, 2020

Table 2 showed that questionnaire items (6-10) had mean scores above the criterion mean of 2.50. Qualified teachers had mean scores of 3.23, 3.19, 2.98, 3.08 and 2.97 while unqualified teachers had mean scores of 3.22, 3.18, 2.97, 3.07 and 2.97 respectively. Qualified and Unqualified teachers were of the opinion that to a very high extent paternal school climate influences students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Research Question 3: *To what extent does familiar climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State?*

Table 3: Mean Ratings of Respondents on the Extent Familiar School Climate Influence Students' Learning Outcomes in Private Junior Secondary Schools.

S/N	Questionnaire Items	Qualified Teachers N = 182			Unqualified Teachers N = 323		Rem
		\bar{X}	SD	Rem	\bar{X}	SD	
11	In my school, there is perceived moderate level of liberty for teachers in doing their work	3.42	1.302	VHE	3.41	1.302	VHE
12	In my school, the principal maintains friendly atmosphere to accomplish stipulated task which enhances learning outcomes of students	3.48	1.295	VHE	3.47	1.298	VHE
13	Students give flimsy excuses to absent themselves from school because of the school climate	2.92	1.126	HE	2.90	1.132	HE
14	A considerable percentage of teachers are not committed to their primary assignment to the disadvantage of the students	3.27	3.154	VHE	3.28	3.148	VHE
15	In my school, the principal is concerned about maintaining a friendly and cordial relationship at the expense of task accomplishment.	3.25	1.157	VHE	3.26	1.161	VHE
Grand Mean (\bar{X}) & SD		3.26	1.00	VHE	3.26	1.00	VHE

Source: Field Survey March, 2020

The result on table 3 revealed that questionnaire items (11-15) had mean scores of 3.42, 3.48, 2.92, 3.27 and 3.25 for qualified teachers and 3.41, 3.47, 2.90, 3.28 and 3.26 for unqualified teachers. The mean scores for both qualified and unqualified teachers showed mean scores above the criterion mean of 2.50, which infers that to a very high extent familiar school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Hypotheses

Ho₁ There is no significant difference between the mean responses of Qualified and Unqualified Teachers on the extent open school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Table 4: z-test Analysis of Difference Between the Mean Responses of Qualified and Unqualified Teachers on the Extent Open School Climate Influence Students' Learning Outcomes in Private Junior Secondary Schools.

Respondents	N	\bar{X}	std	DF	Z-Cal	Z-Crit.	LS	Decision
Qualified Teachers	182	3.18	0.82	503	0.14	±1.96	0.05	Ho ₁ Accepted
Unqualified Teachers	323	3.19	0.82					No significant difference

Source: Field Survey March, 2020

Data on Table 4 above shows z-test analysis of difference between the mean responses of qualified and unqualified teachers on the extent open climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State; at 0.05 level of significance and 503 degree of freedom. Since the z-calculated value of 0.14 was less than the z-critical value of ±1.96, the null hypothesis was accepted which states that there is no significant difference between the mean responses of Qualified and Unqualified Teachers on the extent open school climate influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Ho₂ There is no significance difference between the mean responses of Qualified and Unqualified Teachers on the extent paternal school climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Table 5: z-test Analysis of Difference Between the Mean Responses of Qualified and Unqualified Teachers on the Extent Paternal School Climate Influence Students’ Learning Outcomes in Private Junior Secondary Schools.

Respondents	N	\bar{X}	std	DF	Z-Cal	Z-Crit.	LS	Decision
Qualified Teachers	182	3.08	0.93	503	0.13	± 1.96	0.05	Ho ₂ Accepted
Unqualified Teachers	323	3.07	0.93					No significant difference

Source: Field Survey March, 2020

Data on Table 5 above shows z-test analysis of difference between the mean responses of qualified and unqualified teachers on the extent paternal climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State; at 0.05 level of significance and 503 degree of freedom. Since the z-calculated value of 0.13 was less than the z-critical value of ± 1.96 , the null hypothesis was accepted which states that there is no significance difference between the mean responses of Qualified and Unqualified Teachers on the extent paternal school climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Ho₃ There is no significance difference between the mean responses of Qualified and Unqualified Teachers on the extent familiar school climate influence student learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

Table 6: z-Test Analysis of Difference Between the Mean Responses of Qualified and Unqualified Teachers on the Extent Familiar School Climate Influence Students’ Learning Outcomes in Private Junior Secondary Schools.

Respondents	N	\bar{X}	std	DF	Z-Cal	Z-Crit.	LS	Decision
Qualified Teachers	182	3.26	1.00	503	0.01	± 1.96	0.05	Ho ₃ Accepted
Unqualified Teachers	323	3.26	1.00					No significant difference

Source: Field Survey March, 2020

Data on Table 6 above shows z-test analysis of difference between the mean responses of qualified and unqualified teachers on the extent familiar climate influence students’ learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State; at 0.05 level of significance and 503 degree of freedom. Since the z-calculated value of 0.01 was less than the z-critical value of ± 1.96 , the null hypothesis was accepted which states that there is no significance difference between the mean responses of Qualified and Unqualified Teachers on the extent familiar school climate influence student learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

DISCUSSION OF FINDINGS

Findings on research question 1 on table 1 revealed that qualified and unqualified teachers opined to a very high extent that open school climate influence students’ learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State with a grand mean of 3.19. Hypothesis 1 on table 4 showed that there is no significant difference between the mean responses of qualified and unqualified teachers on the extent open school climate influence students’ learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State with z-calculated value of 0.14 which was less than z-critical value of ± 1.96 . This finding was in agreement with Hoy and Sabo cited in Payal (2017) who stated that an open climate reflects the principal and teachers' cooperative, supportive and receptive attitudes to each other’s ideas and their commitment to work. This is in tandem with the study of Thapa, Cohen, Guffey and Higgins-D’Alessandro (2013) who observed that students are more engaged in school and attain higher academic achievement in schools with a positive school climate. Also, Wang and Degol (2016) were of the view that a positive school climate leads to higher academic

achievement when it is characterized by high academic expectations and high-quality teacher-student relationships.

Findings on research question 2 on table 2 revealed that qualified and unqualified teachers opined to a very high extent paternal school climate influence students' learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State with a grand mean of 3.08. Hypothesis 2 on table 5 also showed that there is no significant difference between the mean responses of qualified and unqualified teachers on the extent paternal climate influence students' learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State with z-calculated value of 0.13 which was less than z-critical value of ± 1.96 . This result was supported by the finding of Johnson in Tim, Dewey and Jia (2018) who found that the paternal school climate is characterized both by adult respect for students and students being willing to seek help; and that paternal schools tend to have students who are aware of school rules and believe they are fair and have positive relationships with their teachers which affect their academic outcome.

Findings on research question 3 on table 3 revealed qualified and unqualified teachers opined to a very high extent familiar school climate influence students' learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State with a grand mean of 3.26. Hypothesis 3 on table 6 also showed that there is no significant difference between the mean responses of qualified and unqualified teachers on the extent familiar climate influence students' learning outcomes in private junior secondary schools in Port Harcourt Metropolis of Rivers State with z-calculated value of 0.01 which was less than z-critical value of ± 1.96 . This finding was supported by the independent studies of Lawson and Masyn, (2015) and Wang and Eccles, (2013) who discovered that familiar school climate influence academic achievement of students, and from a practical perspective, guides school authorities to gauge the impact of their school climate interventions on student engagement to achieve academic outcomes.

CONCLUSION

From the findings of the study, it was concluded that open, paternal and familiar school climates positively influence students' learning outcomes in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

RECOMMENDATIONS

1. Principals of Private Junior Secondary Schools should explore the use of open climate to enhance job satisfaction of teachers and students' learning outcomes.
2. Principals should not always breed bonding relationship with school personnel that could negatively influence decision making in private junior secondary schools but should take decisions that best fit the situation per time.
3. Principals could blend familiar school climate with open school climate to achieve better academic performance of students in Private Junior Secondary Schools in Port Harcourt Metropolis of Rivers State.

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