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RELATIONSHIP BETWEEN SCHOOL CLIMATES AND TEACHERS JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT
This study explored the Relationship between School Climates and Teachers Job Commitment in Public Secondary Schools in Ebonyi State. In order to accomplish this objective, one specific purposes of the study corresponding with one research questions were posed. A comprehensive related literature was reviewed not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in the related areas of the study. Correlational design was utilized for the study. The sample of the study comprised 440 secondary school teachers in the area of study. The instrument used for data collection was school climate assessment scale and job commitment assessment scale was developed by the researcher. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from Measure and Evaluation option of Science Education Department both in Ebonyi State University Abakaliki. Research questions were answered using mean (x) while the hypotheses were tested using Pearson. Findings revealed that there was a positive relationship between open school climate and teachers' job commitment in secondary schools in Ebonyi State; secondly it was discovered. Based on the findings, the study recommended that various arms of the government especially those in charge of secondary education in the areas and state should try to provide schools with the necessary resources needed by the schools principals for operation of open climate in the school.

Keywords: Climate, Dimensions of Teachers' Job Commitment and Relationship between School Climate and Teachers' Job Commitment.


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Introduction

The climate of the school determines teachers' job commitment. However, teachers in positive (that is, open) school climate seems to be more committed thanteachers in the the negative (that is, closed) or unhealthy one. However, the level of work commitment between teachers in the public and private schools might sometimes vary. This difference in commitment could be as a result of their school climates. At present in Ebonyi State, it seems that there is a decline in the quality of teaching and achievement standard in secondary schools probably because of school climate. Despite the roles of teachers as the fulcrum on which the lever of educational system rests, issues of students' poor academic performance and achievements, students' indiscipline, examination malpractices, inadequacy and low teachers' commitment in performance still holds in secondary schools in Nigeria and in Ebonyi State in particular (Igbaji, 2014; Moja, 2000; Omoregbe, 2005; Matthew, 2013). All these are matters of concern which need redressing and have equally warranted the present study to trash the relationship between school climates and teachers' job commitment. Therefore, anything that could lead to teachers' lack of job commitment for utmost performance and maximum productiveness needs to be addressed. It is against this background that the researcher wants to determine the relationship amongthe various school climatessuch as open, controlled, autonomous, paternal, familiar and closed climates, and teachers' job commitment in public secondary schools in Ebonyi State.

Dimensions of Teachers' Job Commitment

Teacher job commitment is used to describe desirable attributes of a teacher. As earlier described teachers job commitment is firmly attached to the teaching profession of teachers which deals with their dedication, attachment, involvement, gain satisfaction, adaptability, retention and attendance to their work or duties in order to accomplish task and achieve positive outcomes or good results. Teacher commitment indicates that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment. More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude toward school than those of teachers with low levels of commitment.

Based on these facts, the environment and climate where teachers perform their duties should be conducive atmosphere which relays so much on leadership attributes, their interpersonal relationships, availability of resources, academic involvement, safety of the environment, among others, as indicated by Rapti (2015) and Wheelock (2005).Teacher job commitment according to Crosswell (2006) and Smith (2009) reflects a high level of attachment to an organization. With their emphasis on attachment to the organization, teachers' commitment in a school organization includes the ability to achieve the organization's goals and values. Commitment goes beyond loyalty to an organization; it involves giving of one's self to the organization with teacher commitment influencing student achievement and attaining educational goals (Smith, 2009).

Crosswell (2006), Meyer and Allen cited in Werang and Agung (2017) divided teachers' job commitment into three dimension, namely, affective, continuance and normative commitment. Affective commitment refers to the employees' willingness to stay within an organization because of the belief that their role and job goals are clearly defined and receive management support. Affective commitment is also the teacher's positive emotional attachment to the school for the learning of the students. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it.This teacher commits to the school because he or she "wants to".Butucha (2013) noted that affective professional commitment refers to teachers' emotional connection to, identification with, and participation in the teaching profession and its objectives in regard to (a) motivation of the teacher to identify with and the aspiration not to drop the profession for self-interested desires, (b) compliance to teach altruistically and contribute to the success of the teaching profession, and (c) keenness to make special sacrifice—do further than regular potential and to tolerate challenging situations.

Continuance commitment refers to the benefits of remaining stay within the organization because of the fewer work opportunities that exist outside the organization as the perceived costs of leaving current organization will be higher. It is also where the individual chooses to participate and remain as a member of the organization, and is only committed to the social role within the organization. Here, the teacher iscommitedto the school because he or she perceives high costs of losing the

job, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred. The employee remains a member of the organization because he or she "has to". According to Butucha (2013), it is the economic compulsions that make the professionals stay with the profession and its values. Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

Normative commitment refers to an employee's willingness to remain with the organization because of his or her feeling of obligation. The teacher perceived obligation to remain or stay in the school because of the feeling of obligation, which is derived from many sources, so the teacher commits to and remains with an organization. In this context, an employee thinks that he or she ought to remain with a particular organization because he or she believes it is morally right to do so. For example, the school may have invested resources in training a teacher who then feels a moral obligation to put forth effort on the job and stay with the organization to repay the debt. It may also reflect an internalized norm, developed before the person joins the organization through family or other socialization processes, that one should be loyal to one's organization. The employee stays with the organization because he or she ought to. Although, there are several reasons in which a teacher would show commitment to a job. Several studies as highlighted by Khan (2015) shows that teacher's commitment can be caused or influenced by certain variables. For instance in a study conducted by Luthans, Wahl, and Steinhans in 1992 cited by Khan (2015) to find out the importance of social support on employees" commitment. They found strong positive correlation between strong supportive climate and bank teller's organizational commitment.

In a study conducted by Pedro in 1992, cited in Khan (2015) found that the teachers' motivation emerged as most powerful predictor of organizational commitment. Findings also indicated that female teachers tend to have higher commitment than male teachers. Kumari and Jafri (2011) conducted a study to measure the level of overall organizational commitment of male and female secondary school teachers in Aligarh Muslim University, Aligarh. Data was analyzed by applying Mean, SD and t-test. Results showed that overall percentage of female school teachers experienced higher level of organizational commitment as compared

to the male teachers. Similar results were found by Zilli and Zahoor (2012) among male and female higher education teachers. Nagar (2012) conducted a study to evaluate organizational commitment and job satisfaction among teachers during times of Burnout for developing and tests a model for Burnout and its influence on job satisfaction and organizational commitment. Results showed that with the consideration of job satisfaction and organizational commitment, the mean score of female teachers was found to be higher than male teachers. He concluded that greater job satisfaction among teachers also leads to the increased level of organizational commitment. Misra, Ansari and Khan (2009) conducted the study to measure the organizational commitment among government and private school teachers. They reported that the private school teachers showed higher organizational commitment as compared to the government school teachers.

Gupta and Gehlawat (2013) conducted the study to assess the influence of job satisfaction, work motivation and type of schools on organizational commitment among the sample of 480 secondary school teachers in Rohtak Division of Haryana. The investigators applied Mean scores, SD and t-test for analyzing the collected data. Findings of the study reported significant effect of type of schools and job satisfaction on the organizational commitment of the teachers.Private school teachers significantly differ with Government school teachers and they possessed higher level of organizational commitment as compared to the Government school. teachers. Further, there was no significant difference was found in organizational commitment of private school teachers with high and low level of work motivation and the government school teachers with high level of work motivation were reported to be better than their counterparts with respect to their organizational commitment. Reza, Jafar, Mohammad, Hasan and Shahrookh (2013) however claimed that by providing suitable or conducive school climate at working place, the tendency to stay loyal and committed will increase. It is believed that teachers with high commitment will result in high performance students in all aspects especially in academic. Therefore, school climate which can affect teachers' commitment is a study that should be endeavored. Quite a large number of the research investigations have been done on organizational commitment among employees working in different organizational but much has

not been done on teacher commitment among public and private school teachers teaching in various schools in Ebonyi State. Therefore, it is crucial that the researcher examined the relationship between different climates and teachers' job commitment in Ebonyi State secondary schools.

Relationship between School Climates and Teachers' Job Commitment

Education which includes secondary education is a crucial item to develop and produce useful human capital to the nation, therefore schools with healthy and transparent climate will affect teachers' and students' behaviours towards achieving excellence for the school. Scholars have conducted different studies in order to showcase the relationship between school climate and teachers' job commitment. Cohen (2006) stated that there is a great relationship between school climate and teacher job commitment. School climate according to Cohen affects its success and previous researchers claimed that an organization climate affects the behaviour of the organization members. Thus, school climate is said to also affect teachers' behaviour, attitude and devotion which are all imbedded in their commitment. Therefore, teachers who are committed towards the teaching and learning process will affect the school's performance. Ebrahim and Mohamadkhani (2014) conducted a study examining the importance of organization climate on teachers' involvement in schools and found that teachers' need conducive organization climate to encourage them to complete their tasks. At present, teachers are overburdened with clerical work besides their core business and this has discouraged them. The education transformation is taking a lot of teachers' time just to do the clerical work and this issue, if not addressed, will affect their interest to stay in the education line or they become less committed in their jobs. If the school climate is transparent and positive, teachers will feel comfortable doing their jobs with their colleagues; and if they have leaders who are considerate and give attention to the needs of the subordinates, teachers will be motivated because they know that they are fully supported especially when they are going through rough patches (Ebrahim &Mohamadkhani, 2014).

Hoy, Tarter and Kottkamp (1991) opined that effective teachers need high organization commitment and that students' high academic achievements need dedicated teachers. On the other hand, Abdul (2009) stated that students' excellent performance are related to high

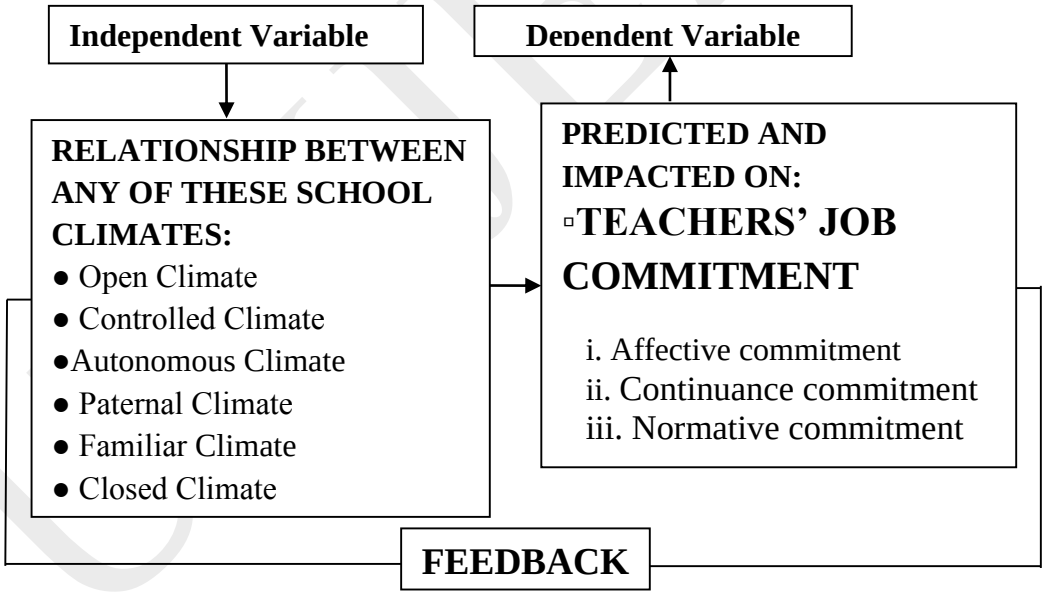
teachers' commitment towards the organization which is caused by the school climate. Smith (2009) observing the relationship between school climate and teacher job commitment noted that the characteristics of a school also influence the level of teacher's commitment. Teachers receiving administrative support are more likely to be committed to the school's goals and values. Teachers associated with an orderly school have a higher level of professional commitment. Another characteristic associated with commitment is classroom autonomy for teachers. Peer support is also a key element in teacher commitment (Singh & Billingsley cited in Smith, 2009). Teacher job commitment has also been studied with several variables. Commitment has been studied with characteristics of the organization (Glisson &Durick cited in Smith, 2009). The commitment of teachers in various stages of their professional careers has been looked at. Firestone and Pennell cited in Smith (2009) studied the differential incentive policies such as merit pay, career ladders, school incentive programmes, and mentor programmes affect on teacher commitment. Teacher commitment has been studied with the focus on organizational characteristics. Positive school climate has become part of the effective rhetoric and is advocated by educational practitioners and reformers as a specific means for improving teachers' commitment. Reza, Jafar, Mohammad, Hasan and Shahrookh (2013) found that there is positive significant relationship between organizational climate with organizational commitment among Physical Education teachers who are new to the education and management training.

Douglas (2010) who found that collaborative leadership, teachers' professional behaviour and work pressure has relationship with teachers' commitment. Najeemah (2012) stated that correlation between collaborative leadership dimension, teachers' professional behaviour, work pressure and also institutional transparency were positive with teachers' commitment. In this regards, the school climate must be made up of certain compartments in order to impact on teachers' job commitment. Hoy, Tarter and Kottkamp (1991) provided some evidence that organizational climate is related to other important variables such as student performance and trust, and that there is a lack of study concerning the relationship between school climate and teacher commitment. Clearly, there is a need

therefore to carry out research that can contribute to an expansion of theory that explains the relationship between teacher job commitment and climate, hence, this present study. Along with school climate, teachers' job commitment is also an important part of organizational research, with the focus demonstrating the links and the quality of life in the organization (Smith, 2009). From all the foregoing, shows that school climate influences teachers' job commitment. The present study therefore shows the relationship between an open, controlled, autonomous, paternal, familiar and closed climates and teachers' job commitment.

From all the foregoing therefore, the conceptual framework of the relationship between school climates and teachers job commitment in secondary schools have been illustrated in the diagram below in order to describe the dependent and independent variables.

The Relationship between School Climates and Teachers' Job Commitment



Source: Odoh (2019).

The diagram illustrates the relationship between school climates and teachers' job commitment in public and private secondary schools in Ebonyi State. In the diagram above, the different school climates which include open climate, controlled climate, autonomous climate, paternal climate, familiar climate and closed climate will positively or negatively predict or impact on teachers' job performance. However, in the public and private secondary schools, teachers are expected to be highly committed to the organization, the students' whom they teach and their teaching task. The rate at which teachers' show high or low commitment to their responsibilities is usually affected either positively or negatively by the different school climates. Notably, the level of high or low teachers' job commitment could be manifested through affective commitment, continuance commitment and normative commitment.

Research Questions

The following research questions were raised to guide this study:

1. What is the relationship between open school climate and teachers' job commitment in secondary schools in Ebonyi State?
2. What is the relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State?

Hypotheses

The following null hypotheses were formulated and was tested at 0.05 level of significance:

1. There is no significant relationship between open school climate and teachers' job commitment in public secondary schools in Ebonyi State.
2. There is no significant relationship between controlled school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Research Method

This study adopted a correlational survey research design. The design entailed using two research instruments (that is; questionnaires) to gather information from teachers by conducting a field investigation and draw inferences in order to determine the relationship between school climate and teachers' job commitment in public secondary schools in Ebonyi State.

The area of study is Ebonyi State which is located at the South-East Geo Political Zone of Nigeria. Ebonyi State was created in 1st October, 1996 out of Abia and Enugu States, with her capital located in Abakaliki. The State is known

as the 'Salt of the Nation', named after its extensive,huge salt deposits located at the Okposi and Uburu Salt Lakes (Federal Republic of Nigeria, 2015). The State shares territorial boundaries in the North with Benue State, in the West with Enugu State, in the East with Cross River State and South with Abia State. Ebonyi State lies approximately within longitude $7^0$30' and 8^0 30'E, with latitude 5^0 40' and 6^0 45'N (ZODML, 2013).The State is an Igbo speaking area dominated mostly by the Igbo people who have a rich cultural heritage expressed in their colourful dances. The dominant religion is Christianity. About 1% of the inhabitants are Muslims, while roughly 8% hold other beliefs (UNFPA, 2014).

The State has abundant mineral resources which include lead, lime stone, zinc, marble and salt. The main crops obtained are cocoa yam, yam, melon. Etc. Fishing is also carried out in Afikpo and the pottery works of Ishiagu form part of the rich culture of Ebonyi State. The mineral deposits and the agricultural produce give Ebonyi State great prospects for tourism and industrial development. Among the important tourist attractions in the State include the golf course in Abakaliki, the Ehomu Fishing Lake, the Uburu Salt Lake, or the revered shrines of NtomaAkpanwudele of Ikwo(Federal Republic of Nigeria, 2015). Ebonyi State comprises 13 local government areas, with three (3) Education Zones, namely Abakaliki, Afikpo and Onueke. The residents of Ebonyi State are mostly civil and public servants, farmers, traders, businessmen and women, clergy men and women and medical practitioners. The State is populated by educated, professionals, uneducated, illiterate and semi literate, skilled, semi-skilled and unskilled men and women, youths and children (Federal Republic of Nigeria, 2015). The education system of Ebonyi State operates formal, informal and non-formal education systems especially at the secondary education level. The system ofschools'administration in Ebonyi State furthermore operates as public and private secondary schools with different school climates that influence teachers' job commitment.

The population of the study constituted of 5,298 teachers in the 418 public secondary schools in the thirteen (13) Local Government Areas (LGAs), within the three (3) education zones of Ebonyi State. In Ebonyi State, there are 222 public secondary schools spread across the 3 education zones. The breakdown of the teachers' population in the public secondary schools constitutes a total number of 5,298 teachers.Only

the teachers in the public secondary schools owned by the Ebonyi State government was served as population of the present study (Source: Ebonyi State Secondary Educational Board (SEB), January, 2019).

The sample for this study constituted a total size of 530 teachers drawn from both the public secondary schools in Ebonyi State. The breakdown of this sample consists of 300 femaleteachers and 230 male teachers in the 111 public secondary school in Ebonyi State selected for sampling. The sample was selected using the proportionate stratified random sampling technique. To draw the sample, firstly, the 13 LGAs in Ebonyi State will be chosen using the stratified random sampling technique. Here, the researcher distributed the LGAs according to the 3 education zones in Ebonyi State. This means stratification.

Two sets of questionnaire which were developed by the researcher were used for data collection from the respondents (that is; teachers). Both questionnaires designed for only teachers as the respondents, was constructed in line with the purpose of the study and research questions.

Three draft copies of the two questionnaires were submitted to three experts from the Faculty of Education, Ebonyi State University, Ebonyi State, for validation. These experts are in the Department of Educational Foundations, Administration and Planning.

Before the administration of the questionnaires, the researcher first seeks permission from the principals of the public secondary schools ahead of time before communicating to the teachers.

In answering the research questions, data collected from the respondents were analyzed in SPSS (Statistical Software Package for Social Sciences) using Pearson Product Moment correlation method. The decision rule was that any coefficient between 0.50 to 0.70 was described as a moderate positive correlation and coefficients between 0.80 and above was described as a high positive correlation whereas, coefficients below 0.50 was described as low positive correlation. On the other hand, where the scores are 0 and below, was described as negative correlation, no relationship had existed. The formulated null hypothesis was tested at 0.05 level of significance using t-test for correlation significance. The decision rule was that whenever the t-critical table value of 1.960 is less than t-calculated value at .05 alpha level, then the null hypothesis – H_0 was rejected, thus, and alternative hypotheses - H_a will

not be rejected. There was an attachment in the Appendix in order to check for data analysis on the research questions and hypotheses.

RESULTS

The chapter presents the results of data analysis based on the six research questions and six null hypotheses that guided this research study. Results are presented in tables according to the various research questions and hypotheses.

Research Questions 1:

What is the relationship between open school climate and teachers' job commitment in secondary schools in Ebonyi State?

Data collected on the teachers on open school climate (X) were correlated with the data on job commitment (Y) of the same teachers using a linear model. Summary of data analysis is presented on Table1.

Table 1: Relationship between Open School Climate and Teachers' Job Commitment in Secondary Schools in Ebonyi State

N	R	Remark
530	0.53	Moderate positive relationship

The results in Table 1 show the relationship between open school climate and teachers' job commitment in secondary schools in Ebonyi State. The computed r is 0.53 implying moderate positive relationship. This means that there is moderate positive relationship between over open school climate and teachers' job commitment in secondary schools in Ebonyi State.

Research Question 2:

What is the relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State?

Data collected on the teachers on controlled school climate(X)were correlated with the data on teachers job commitment (Y) of the same teachers using a linear model. Summary of data analysis is presented on Table2.

Table 2: The relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State.

N	R	Remark
530	0.64	Moderate positive relationship

The summary of data analysis presented on Table 2 reveals that the computed r is 0.64 implying moderate positive relationship between teachers controlled school climate and teacher job commitment in secondary school in Ebonyi State. There is therefore moderate positive relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State.

Hypotheses

HO_1: There is no significant relationship between open school climate and teachers' job commitment in public secondary schools in Ebonyi State.

The index of relationship obtained for open school climate (X) and job commitment (Y) was subjected to a test of significance at 95% confidence level using t-test of significance of r. summary of data analysis is presented on Table 7.

Table. 3: Test of Significant of Relationship open school climate and teachers' job commitment in public secondary schools in Ebonyi State.

N	rt	P-value	Remarks
530	0.54	14.17	0.000S.

*** P< 0.05; Hypo. Rejected**

Result of data analysis summarized on Table 3 shows that the index of relationship between the two variables is 0.54. As shown on the table, t. test of significance of r is 14.17 at 0.05 an alpha level. The Table further reveals that, significance of t, (probability value) is 0.000. Since the level of significance (0.05), was greater than the significant of t. value (0.000) the researcher rejects the null hypothesis and concludes that there is a significant relationship between open school climate and teachers' job commitment in public secondary schools in Ebonyi State.

HO2: There is no significant relationship between controlled school climate and teachers' job commitment in public secondary schools in Ebonyi State.The index of relationship obtained for controlled school (X) and job commitment (Y) was subjected to test of significance at 95% level using the t.test of significance of r. Data analysis is presented on Table 8.

Table: 4. Test of Significance of Relationship between controlled school climate and teachers' job commitment in public secondary schools in Ebonyi State.

N	r	T	P-value	Remarks
530	0.64	16.47	0.000	S.

*** P< 0.05; Hypo. Rejected**

As shown on Table 8, the alpha level (0.05) is greater than the computed significance of t (t. probability) value of 0.0000. Standing on the decision rule, the researcher rejects the null hypothesis and concludes that there is significant relationship between controlled school climate and teachers' job commitment in public secondary schools in Ebonyi State.

Summary of Findings

The results of data analysis as presented above revealed the following findings:

1. There was a moderate positive relationship between open school climate and teachers' job commitment in secondary schools in Ebonyi State
2. There was a moderate positive relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State

Discussion of Findings

The result of analysis of question one on table 1 shows that; there is positive relationship between teachers responses on open school climate and job commitment based on the computed of 0.54. Also hypothesis 1 on table 7 concluded that there was significant relationship between teacher open school climate and their career commitment in secondary school of Ebonyi state, since the t. test of significance of r was 14.17 at an alpha level of 0.05 and significance of t (probability value) was 0.000. It was indicated that the level of significance (0.05) is greater than the significant of t. value (0.00). So, the study concluded

that there is significant relationship between teachers' view of open school climate and their job commitment in secondary schools.

The above finding in line with some works of other scholars like Egene (2010) who ascertain that open school organizational climate are characterized by the type of environmental factors prevailing in the areas. Furthermore, Peretomode (1991) added that, open organizational climate is one of the best organizational climate types that aid in enhancing school system. This climatic type gives room for easy communication and the staff and the school administrator while Rapti (2015) 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; the staff members are given their free way in undertaking tasks in the best way possible they can manage; the leader is particularly careful so as not to allow the daily tasks to interfere with the responsibilities of teachers. In an open school climate teachers are portrayed as being tolerant, helpful and to be revered in the profession. Teachers here in this climate are attentive to and ready to provide for the needs of students by working hard in order for the children to succeed in their pursuits; teachers turn out to be reaching out, help each other at the professional level, including the personal one too. An open climate is therefore breeds a healthy climate in which teachers enjoys full support of the top management of the school. The more open the school climate, the more dedicated, loyal and pleased the teachers will be in such a climate. The more open the school climate, the more productive students will be in their school performance. There is a broad consensus across the body of literature on school climate which emphasizes that the open school climate pretty much favours the promotion of positive outcomes in students' academic performance by contributing in turn to a good mental and spiritual health as well as to job satisfaction of teachers and principals.

The result of analysis of question one on table 2 shows that; there is positive relationship between controlled school climate and job commitment based on the computed r of 0.64. Also hypothesis 2 on table 4 concluded that there was significant relationship between school controlled climate and teachers job commitment in secondary schools in Ebonyi State', since the t. test of significance of r was 14.17 at an alpha level of 0.05 and significance of t (probability value) was 0.000. It was

indicated that the level significance (0.05) is greater than the significant of t. value (0.00). So, the study concluded that there is significant relationship between controlled school climate and their job commitment in secondary schools.

The above finding in line with Ikediegwu (2008) asserted that, an atmosphere that is not free, does not allow individuals to give room for their opinions, leads to rigid, static in achievements and in accomplishment of duties and in a large extent lead to low productivity. In controlled School Climate the principal is described as dominant, authoritative and allows little or no consultation on matters of the school. Rapti (2015) asserted that teachers appear to be entirely devoted to their work and spend considerable chunks of time on fulfilling them. Hence, in most cases there is little time available to allow for interaction between each other. Students are also heavily engaged with the tasks and are given little time to give over to the extracurricular activities. Rapti (2015) the principals usually keeps his distance from the teachers, students and parents in order to avoid any degree of familiarity. Okoye (2012) opined that in a controlled school climate the principal in this type of school is more interested in the achievement of school goals than satisfying the individual or social needs. Rules and regulations and formality are strictly enforced. Relationship among individuals is impersonal. Such school is highly task oriented and controlled. Teachers work and are committed to their job.

Conclusion

In subscription, the study focused mainly on relationship between school climate and teachers job commitment in secondary school. Based on the results and discussions of the study the following conclusions were made:

1. There was a positive relationship between open school climate and teachers' job commitment in secondary schools in Ebonyi State
2. There was a positive relationship between controlled school climate and teachers' job commitment in secondary schools in Ebonyi State

Recommendations

The following recommendations were made based on the findings of the study.

1. Workshops should be organized for principals and teachers to help them adopting needed techniques over familiar school.
2. Government should try to provide schools with the

necessary resources needed by the schools principals to combat closed climate in the school system.

3. The various arms of the government especially those in charge of secondary education in the areas and state should try to provide schools with the necessary resources needed by the schools principals in operating open climate in the school.

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