

UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.4;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=213

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

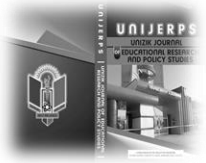
SCHOOL CLIMATE CHALLENGES FACING PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

CHIEDOZIE MADU UZOEJINWA C.
Department of Education Foundation
Chukwuemeka Odumegwu Ojukwu
University Igbarim Campus
solineltd@qmail.com; 08032865087

Abstract

This study investigated the school climate challenges facing principals in public secondary schools in Anambra State. The descriptive survey design was adopted in the study. Four Research questions and four hypotheses guided the study. The population of the study comprised all the 256 principals in the 256 public secondary schools in Anambra State. A sample of 108 male and 148 female principals was studied since the population is small. A researcher-developed instrument titled "School Climate Challenges Questionnaire' (SCCQ), was used in data collection. The instrument was duly validated by experts. Pearsons product moment correlation coefficient was used to test the reliability of the instrument which yielded coefficients of 0.68, 0.72, 0.69 and 0.71 respectively. Mean and standard deviation- was used in answering the research questions while t-test was used in testing the four null hypotheses. The study found that safety, teaching and learning, Interpersonal relationships and the school environment are the school climate challenges facing both male and female principals in Anambra State public secondary schools, "Based on these findings, 'it was recommended among others that the principals in partnership with the Old Students Association should mentor the indents on the danger of drug abuse, smoking, and violence behaviours from time to *time and government should provide all necessity of teaching and learning in our schools for improve teaching and learning outcomes.*

Keywords: School Climate; Challenges; Principals; Public Secondary Schools.



UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.4;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=213

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

Introduction

Secondary Education is the bridge between primary and tertiary levels of education in Nigeria. It is the product of secondary education that is admitted into the nation's higher Institutions of learning. The Federal Republic of Nigeria in National Policy on education (FRN, 2013) defined secondary education as the education children received after primary education and before the tertiary stage. Secondary education's broad goals of preparing people for useful living in the society and for higher education have made it imperative that it should, among others, "supply trained manpower in the applied science technology and commerce at sub-professional levels; inspire its students with the, desire for self-improvement and achievement of excellence; raise a generation of people who can think for themselves, respect the view; and feelings of others; and respect the dignity of labour, (Federal Republic of Nigeria, 2013). One major step in the-achievement of these goals is the enrolment of students into secondary schools where they are exposed to experiences necessary to achieve those objectives.

Every secondary education system depends heavily on principals for the execution of its programmes. Maintaining and improving educational standards is only possible through principals. A principal is the chief executive of the school and the key person in ensuring that the student receives quality school experiences the plethora and sensitive nature of the responsibilities of the school principal makes this position tenable. He has the following administrative task areas; staff personnel, student personnel, community-school relationship instruction and curriculum development, school finance and business management and school plant (Obi. 2004). Recently, Williams (2009) observed that today's school principals, are expected educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysis, facility managers, special programmes administrators, as well as guardians of various legal, contractual and policy mandates and initiatives. The principal ability to control and co-ordinate the environmental variable which includes administrative organization in schools, school culture and classroom ecology

and school physical plant as well as social and psychological relationship of teaching and learning has effects on student learning outcome. Apart from these responsibilities, the school principal strives to meet the expectations of various stakeholders such as the teaching and the non-teaching staff, the parents, the Post-Primary Schools' Service Commission, the Federal and State Ministries of Education. Griffin (2002) emphasized that teachers and students must be effectively involved in the administration system of the school to enhance its climate.

Among the task of the school is socialization and educating youths. This makes family home to commit children to secondary process (Aggarwal, 2006). The Nigeria public secondary school is possessing unending social challenges to teachers' professional standard which effect their ability for human modification, cultural reproduction, social recreation, innovation and social placement to suit industrial development (Xwangwu. 2008; Fafunwa. 2004).

According to National School Climate council (2007), school climate refers to the quality and character of school life. School climate is based on patterns of students, parents and school personnel experiences within the school and reflects norms, goals, values, interpersonal relationship, teaching and learning practices and organizational structures. A sustainable positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values and expectations that support people's feelings socially, emotionally and physically safe; people are engaged and respected; students, families and educators work together to develop, live and contribute to shared school vision; educators model and nurture an attitude that emphasize the benefits and satisfactions gained from learning. However, school climate is larger than any one person's experience. When people work together, a group process emerges that is bigger than any person's action. A comprehensive assessment of school climate include major spheres of school life such as safety relationships, teaching and learning, the environment as well as larger organizational pattern (e.g. from fragmented to shared, healthy or unhealthy). Peer reviewed educational research has consistently demonstrated that a positive school climate is

associated *with* academic achievement, effective risk prevention effort and positive youth development (Loukas, 2009). Each person contributes to the operation of the school and the care of the physical environment. Students' academic successes are greatly influenced by the type of school they attend. School factors include school structures, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a student learning experiences. As schools are faced with more public accountability for student academic performance, Considerable research has been conducted on teaching and learning skills, climate, socioeconomic condition and achievement (Hoy, Kottamp & Raftery, 2008).

Anambra state Public Secondary School climate is facing challenges of increase in aggression, violent behaviour, unhealthy conflicts and indiscipline, lack of parental commitment to school activities, lack of proper supervision of student activities leading to student failure and dropout which the society have blindly attributed the fault to the classroom teacher (Abinboye, 2011). The difficulty in managing school productive standard by government is posing a threat to the teaching profession in Anambra State. It therefore, becomes imperative to examine the challenges principals of Anambra State Public Secondary Schools are facing. Principals are best known for their constructive effort towards interpreting government policies on education and put the feature of the policies into practical measures for assessment (Farrant, 2004; Nakpodia 2011). Nigerian schools are always termed as a place of learning functional skills, receiving ideal information to act rationally to the expectation of the broader society (Bagudo, 2006; Daramola, 2002). This is equally the practices of schools in other societies, thus, schools expect teachers to have control in the school climate to the expectation of the society (Carpenter, 2011).

These challenges make school climate to build up strategies of exciting proper stable and functional duties to the parents/children/students/pupils and social institution. School affairs are structurally organized in bureaucratic form because the school is bureaucratic in nature. To this end, giving a clean picture of school climate involved (teachers, students and policy makers) a

number of scholars have identified these features of school climate; school physical structures (school plants/buildings) social interaction between teachers and students, and within peer associative plays and discussion (academic and social). The school environment is a description of total written and unwritten academic, social and administrative rules that affect and influence the behaviour of teachers and students. By implication, the entire school climates have influence on the academic, social safety, relationship and connectedness of teachers and students in the school and beyond. This is why teachers are seen as custodians of education success and failure (Cohen et al 2009; & Gallon, 2010).

Public Secondary Schools in Anambra state are managed by both male and female principals it becomes imperative to know the challenges they are facing in terms of safety, teaching and learning, inter personal relationship as well as institutional environments. Safety as the name implies is free from harmful effects or danger being free from an attack that is causing harm in schools, Safety is a primary concern of the principal, the safety of the teachers and students in the school if it is guarantee, even the safety of the principals himself, if there is more bullying among the students, teachers and student, how is the discipline in schools is being maintained the attitude of students to their follow students etc.

Teaching is an interaction between teachers and students in the process of transmitting knowledge to the students. Teacher's effectiveness in teaching is being determined by students learning outcome, Principals are more concern in the ability of teachers to perform their duty while students' willingness to learn is another concern to principals. Methods of teaching and learning adopted by the teachers and teachers' interaction with the students can directly affect student behavioural and emotional engagements in the class room. When teachers support and interact positively with students they are more likely to be engaged and behave .Appropriately (Skinner & Belmont 2003). Implementing learning activities beyond the class room is an effective way to incorporate civic education into a school and these activities in turn promote students learning. Encourage active and collaborative learning through authentic projects is most effective in an environment with a civic mission that

encourages trusting relationship between all members of the school community.

The deliberate attempt by society's institution (family. religion polity economy sub-organizations and structures') and its social philosophy and ideology (mission and vision) has resulted to high expectation, result oriented relationship between principals in Anambra State public Secondary school climate and society which resulted to question of what and how the school progress. itis against this background that this study sets to investigate school climate challenges facing principals of public secondary schools in Anambra State.

Statement of the Problem

School environments differ greatly, some schools feel friendly, inviting, and supportive others feel exclusionary, unwelcoming and unsafe while some are open, others closed. The feeling and attitude that are elicited by a school's environment are referred to at the school climate. Research has shown that a positive and sustained school climate promotes students' academic achievement and healthy development. Schools with positive school climate have low levels of crime, less fear among students and fewer behavioural problems. The observed increase in aggression, violent behaviours, unhealthy conflicts, cult related activities, examination malpractices that leads to students failure, truancy and dropout, incompetent teachers, poor teaching and learning experience of the students and indiscipline in Anambra State public secondary schools coupled with the falling standard in education seem to indicate that all is not well with the school climate. When the school environment is not supportive of teaching/learning process to achieve set" educational goals, it constitutes challenge to the secondary school principals. It is then expected that school principals, as administrators and curriculum leaders to evaluate the prevailing school climate challenges and introduce changes that will improve and maintain positive school climate. The problem of this study therefore, is the school climate challenges in terms of school safety, teaching and learning, interpersonal relationships, and the school environment facing principals in public secondary schools in Anambra State.


UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.4;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=213

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

Research Questions

1. What are safeties based school climate challenges faced by male and principals in Anambra State public secondary schools?
2. What are teaching and learning based school climate challenges faced by male and female principals in Anambra State Public Secondary schools?
3. What are the interpersonal relationships based school climate challenges faced by male and female principals in Anambra State public secondary schools?
4. What are the institutional environments based school climate challenges faced by male and female principals in Anambra State public secondary schools?

Hypotheses

1. There is no significant difference in the mean ratings of safety based school climate challenges faced by male and female principals.
2. There is no significant difference in the mean ratings of teaching and learning based school climate challenges faced by male and female principals in Anambra State public secondary schools.
3. There is no significant difference in mean ratings of inter-personal relationship based school climate challenges faced by male and female principals.
4. There is no significant difference in the mean ratings of institutional environments based school climate challenges faced by male and female principals in Anambra State public secondary schools.

Method

The study adopted a descriptive survey design, the design is considered; most suitable for the population under the study since information will be gathered from the representative sample considered to pose the characteristics of whole investigation to make a generalizable statement about the entire population. Through the use of this design, the researcher collected information from the principals through questionnaire that is designed to ascertain the school climate challenges facing principals in public secondary schools in Anambra State. The population of the study comprise of 108 male principals and 148 female principals in Anambra state public secondary schools the study was carried out in Anambra State. Anambra State

comprises six education zones namely Aguata. Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones. The state is made up of twenty one local government councils for administrative convenient.

The instrument used for data collection was a developed instrument titled "School Climate Challenges Questionnaire" (SCCQ) which was rated on 4 point response scale of (VGE) Very great extent (GE) Great extent (SE) Sometime extent and (NE) None extent to ascertain the school climate challenges facing the principals on the 30 items questionnaire on school climate challenges facing principals' in public secondary schools in Anambra State with the ratings 4, 3, 2 and 1, respectively. The content and face validity of the instruments was established by three experts two from department of educational foundation and one from science education all from Chukwuemeka Odumegwu University, Igbariam campus Anambra state. Reliability of the instrument was done by using 10 females and 10 male principals from schools in Enugu state while Pearson Product Moment statistical tool was used to find the reliability estimate and it yielded a value of 0,71; an indication that the instrument was very reliable.

A total of 252 out of 256 copies of questionnaire of the instrument administered were retrieved and used for data analysis which is nearly 100 percent return, the data generated from the copies of the completed questionnaire was subjected to descriptive and inferential statistical measures. Mean and standard deviation were used to answer research questions 1 to 4. Based on the four-point scale of the study, the cut-off point for regarding a mean score as positive or negative was put at 2.50. Thus, any item with mean point of below 2.50 was regarded as a negative response while mean grade point of 2.50 and above was interpreted as positive response, t-test was used for analysis and testing of the four hypotheses, t-test was considered appropriate because the study is testing for significant difference between the mean of only two groups. The presentation was done based on the research questions and hypotheses that guided the study.

2005765760

Research Question 1: what is the safety based school climate challenges faced by male and female principals in Anambra state public secondary-Schools?

Table 1: Mean response from male and female principals on safety school climate challenges in Anambra State public secondary schools.

		Male: 108		**Female : 148**	
S/N	**items**	**X**	**SD**	**X**	**SD**
1.	Truancy	3.17	1.47	3.15	1.54
2.	Regular assault of teachers.	3.35	1.35	3.18	1.53
3	Regular molestation and bullying in schools.	3.38	1.40	3.11	1.46
4.	Students are addicted to hard drugs.	3.39	1.21	3.28	1.38
5.	Students are involved in theft.	3.43	1.16	3.17	1.41
6.	Vandalization of school properties.	2.98	1.61	2.96	1.53
Total		**19.70**	**8.20**	**18.85**	**8.85**

From table 1 above indicated that all the items 1 through to 6 had a mean rating above 2.50which is a cut off for decision making this indicate that both male and female principals agree that safety is school climate challenge in Anambra State Public Secondary Schools.

Research Question 2: what are the teaching and learning based school climate challenges faced by male and female principals in Anambra State public secondary schools?

Table 2 means and standard deviation responses from male and female principal on teaching and learning school climate challenges.

S/N	Items	Male X	108 SD	Female: X	148 SD
7.	Poor classroom management.	2.94	1.76	2.83	1.46
8.	Examination malpractices.	35?	1.15	3.16	1.50
9.	Incompetent teachers.	2.62	1.70	2.86	1.5I
10	High ratio of student to teacher per Class.	2.79	1.69	2.97	1.52
11	Irregular supervision of instructions	2.95	1.82	2.67	1.56
12	Drop out from school due to inadequate teaching & learning	3.39	1.21	3.18	1.53
13	Teachers not monitoring student activities	3.01	1.70	2.76	1.52
14	Poor students' evaluation.	2.81	1.57	2.96	1.53
15.	Irregular motivation of teachers.	2.88	1.69	3.20	1.42
Total		26.9	14.29	26.6	13.54

Table2 above showed that the respondent from male and female principals indicate that teaching and learning is school climate challenges in Anambra State Public Secondary Schools as all the items for both male and female principals scored above 2.50.

Research Question 3: What are the interpersonal relationships based school climate challenges faced by male female principals in Anambra State public secondary schools?

UNIJERPS
Unizik Journal of Educational Research and Policy Studies Vol.4;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
January-June, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=213

ACADEMICJOURNALS
expand your knowledge
http://www.academicjournals.org

Table 3 means and standard deviation responses of male and female principal on interpersonal relationship school climate challenges.

S/N	Items	Male: X	108 SD	Female: X	148 SD
16.	Lack of team work	2.88	1.67	2.67	1.54
17.	Poor communication with teachers and students.	2.94	1.76	2.96	1.53
18.	Parents do not relate with the school personnel.	3.36	1.26	3.20	1.43
19.	Non delegation of duties to teachers.	3.20	1.35	3.36	1.31
20.	Non socialization of staff and .students.	3.24	1.35	3.27	1.39
21.	Attend to teachers 'birthday or event or send them card.	2.49	1.59	2.86	1.51
22.	Students indulge in homosexual and lesbian act	3.26	1.29	3.28	1.39
	Total	**21.91**	**0.272**	**1.61**	**0.10**

Table 3: that all items 16 through 21 had a mean rating above 2.5 for male and female principal This was an indication that inter-personal relationship is a school climate challenge in Anambra State Public Secondary which does not include attending to teachers birthing or send them which is below the 2.50 which is accepted value both of male and female principals agreed this base on decision rule.

Research Question 4:
What are the institutional environments based school climate challenges faced by both and female principal of Anambra State public secondary schools?

Table 4 mean and standard deviation response of male and female principals on institutional environment school climate challenges.

		Male: 108		**Female: 148**	
S/N	Items	X"	SD	X	SD
23.	Classrooms not conducive for learning.	3.35	1.35	3.11	1.46
24.	Not enough computer and electronic	3.39	1.21	3.17	1.41
25.	Poor furniture and fittings	3.35	1.23	3.26	1.42
26.	Inadequate structures for staff and students	3.28	1.26	3.43	1.24
27.	Ill-equipped laboratories	2.88	1.68	2.67	1.56
28.	Poor maintenance of dilapidated Structures	2.94	1.76	3.16	1.50
29.	Inefficient power supply hampers learning	3.39	1.21	3.18	1.53
30.	Not enough extra curricular activities facilities	2.88	1.77	2.97	1.52
Total		**25.46**	**11.47**	**24.95**	**11.64**

Table 4: The result that male and female were of the same opinion. They revealed that environment is a school climate challenges in Anambra State Public Secondary School, this was as seen in their responses of above 2.5 in all the items which were cut off for decision making.

Hypothesis 1:

There is no significant difference in the mean ratings of safety based school climate challenges faced by male and female principals in Anambra State public secondary schools. Table 5: t-test analysis on male and female principals' ratings on safety based school climate challenges in public secondary in Anambra State.

Source of	A	SD	X	D;	t-cal	t-crit	Decision 0.05
Female	19.70	8.20	108	254	0.79	1.96	Do not Reject
	18;85	8.85	148				

Since the calculated t value of 0.79 at 0.5 level of with a degree of freedom of 254 is less than the critical table value of 1.960 we do not reject Ho. The result of the test; indicate that there is no significant different in the mean rating responses on safety challenges among male and female principals in Anambra State Public Secondary school. Observed difference can be attributed to sampling errors or chance factors.

Hypothesis 2:

There is no significant difference in the mean ratings of teaching and learning base school climate challenge faced by male and female principals in Anambra State Public Secondary Schools.

Table 6: t-test Analysis on male and female principals' ratings on teaching and learning based school climate challenges faced by principals in public secondary Schools.

Source of variation	X	SB	N	Df	t-cal	t-crit	Decision 0.05
Male	26.92	14.29	10S	254	0.19	1.960	Do not Reject
Female	26.59	13.54	148				

The t-test presented in table 6 revealed that the calculated t value for the mean ratings of male and female principal's with regards to teaching and learning was 0.19 at 254 degree of freedom, while the table value is 1.960 since the t calculated is less than the t critical the null hypothesis is accepted. This indicate that there is no significant different between the scores of male and female principals in Anambra State Public Secondary Schools.

Hypothesis 3:
There is no significant difference in the mean ratings of interpersonal relationship based school challenges faced by male and female principals in Anambra State Public secondary School.

Table 7: t-test analysis on male and female principals' ratings on interpersonal relationship base school climate challenges faced by principals in Public Secondary School in Anambra State.

Source of variation	**X**	**SB**	**N**	**Df**	**t-cal**	**t-crit**	**Decision 0.05**
Male	21.87	**10.27**	**108**	**254**	**0.21**	1.960	DO not Reject
Female	**21.60**	**10.10**	**148**				

In table 7 of interpersonal relationship school challenges faced by male and female principals revealed that the t calculated was 0.21 as against t critical of 1.960 at 0.05 alpha levels with a degree of freedom of 254. It indicates that t calculated is less that critical. Therefore, the null hypothesis is not rejected. The results agree that there is

no significant difference between the male and female principals' ratings of interpersonal relationship based school climate challenges.

Hypothesis 4:
There is no significant difference in the mean ratings of institutional environments based school climate challenges faced by male and female principals in Anambra State Public Secondary Schools.

Table 8: t-test statistical analysis on male and female principal's ratings on institutional environment based school climate challenges faced by them.

Source of variation	X	SB	N	Df	t-cal	t-crit	Decision 0.05
Male	25.46	11.47	108	254	0.35	1.960	Do not Reject
Female	24.95	11.64	148				

Since the t calculated of 0.35 at 0.05 alpha levels with a degree of freedom of 254 is less than t critical of 1.96 the Ho will not be rejected. The result suggested that there is no significant difference between the mean rating of both male and female principals with regards to institutional environments in Anambra State Public Secondary Schools. However, any observed difference can be attributed to sampling errors or chance factors.

Discussion of the Findings
The Study revealed that both male and female principals agreed that the issues of school safety, teaching and learning, interpersonal relationship and the school environments are the major school climate challenges facing principals in public secondary schools in Anambra State. Safety as a school climate challenge revealed that students are involve in truancy, regular assault of teachers, regular molestation and bullying of fellow students, teachers and students are not physically safe in all areas of the building, students are involved in theft and vandalization of school properties. These findings contradict with NSSC, (2007) who opined that school buildings and environment should be free from risk

and hazards. The present findings also corroborates with the works of Gottfredson Gottfredson, Payne and Gottfredson (2005) which described school disorder as an act of incivility either perpetrated by students which in school or experience by student or teachers while at schools. School climate emotionally operates good or bad to the student when it fails to stop bullying, theft and use of hard drugs absenteeism and dropping out syndrome, such a school environment is said to be failing because it is operating on the negative side of the climate and this will have negative effect on the students, while regular molestation and bullying in schools as well as teachers and students are physical abused e.g. punched slapped, beaten support Alluede (2011), who noted that bullying, is a problem in Nigeria secondary schools.

Teaching and learning as a school climate challenge revealed that poor classroom management, examination malpractices, incompetent teachers, high ratio of students to teacher class, irregular supervision of instructions, drop out from school due to in-adequate teaching and learning experiences, teachers not monitoring students activities, poor students' evaluation, irregular motivation of teachers. These findings collaborate with FRN (2013) that no nation rises above or will rise above the level of its education; this involves contents and pedagogies of teaching, as no education system can progress beyond the quality of its teachers. Teachers' incompetence result to wrong method of teaching and students drop out from school due to inadequate teaching and learning experiences. These findings agrees with Aggarwal (2006) and Farrant (2014) who observed that teachers personality is the combination of his or her ability to teach effectively academic quality and makes a value fair judgment within the content of what is been taught and beyond. Student friendliness with teachers improves academic confidence and integrates parents into school relationship. Examination malpractice, due to poor teaching and learning, drop out from schools due to inadequate teaching and learning also agree with (Fanfunwa 2004) who observed that failure to meet the expectations of students led to poor academic performance, frequent absenteeism and drop out and that students drop out from school is an unconventional act against social order or rules of any system and culture.

Interpersonal relationship as a school climate challenge revealed that lack of team work, communication with teachers and students, parents do not relate with the school personnel, on delegation of duties to teachers, non-socialization of staff and students, attend to teachers birthday or event or send them card and student indulge in homosexual act. These contradict the works of Yusuf and Adigun (2009) who opines that a positive school climate promotes cooperative, learning group cohesion, respect mutual trust. These particular aspects have shown to directly improve learning. While (Alluede, 2011), discovered that the relationship between school climate and students academics in relations to students classroom participation, believes that when students are encouraged to participate in academic learning, the potential for academic achievement increased. While irregular meeting with school community contradicts Ohamaobi and Ezeaku (2015) poor communication with teachers and students and non-delegation of duties by the, principals affects teachers' effectiveness.

Institutional environment as a school climate challenge showed that unconducive classroom for learning, not enough computer and electronic gadgets, poor furniture and fittings, inadequate structure for staff and students, ill-equipped laboratories, poor maintenance of dilapidated structures, inefficient power supply hampers learning and not enough extra- curricular activities facilities. These findings agree with that of Korir and Kipkemboil (2014) who recommended that the head teacher and teachers should provide conducive learning environment where learners are free to consult them when in need and to motivate them. The findings revealed that unconducive classrooms for learning, poor furniture and fittings and inadequate structures for staff and students disagree with Oluwadare and Julius (2011) who discovered that there is a relationship between good school plant and academic achievement.

Conclusion

Based on the data analyses for the study, the major findings are:

1. Safety as a school climate challenge faced by principal? in Anambra State Public Secondary School comprised of truancy regular assault of teachers, regular molestation and bullying of fellow students, teachers and students are not physically safe in all areas of the building; students are

involved in theft and validation of school properties.

2. Teaching and learning as school climate challenge to male and female principals in Anambra State Public Secondary Schools comprised of poor classroom management examination malpractices, incompetent teachers, high ratio of students to teacher per class, irregular supervision of instructions, drop out from school due to in-adequate teaching and learning experiences, teachers not monitoring students activities, poor students' evaluation, irregular motivation of teacher.

3. Inter-personal relationship as a school climate challenge to male and female principals in Anambra State Public Secondary Schools comprised of lack of team work, poor communication with teachers and students, parents do not relate with the school personnel, non-delegation of duties to teachers, non-socialization of staff and students. Students indulge in homosexual and lesbian act.

4. Institutional environments constitute its own challenge to both male and female principals in Anambra State Public Secondary Schools they include unconducive classrooms for learning, not enough computer and electronic gadgets, poor furniture and fittings, inadequate structures for staff and students, ill-equipped laboratories, poor maintenance of dilapidated structures, inefficient power supply hampers learning and not enough extracurricular activities facilities.
5. There no significant difference in the mean ratings of safety, teaching and learning. Interpersonal relationship and institutional environments face by male and female principals in Anambra State Public Secondary School.

Recommendations

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

1. Secondary School Principals in partnership with the Old Students Association will mentor the students on the dangers of drug abuse, cultism and other violence behaviour from time to time.
2. The principals should implement to the letter all the policy statement

concerning indiscipline, drug abuse, violent behaviour and cultism which is suspension or summary dismissal so as to serve as deterrent to other erring students.

3. It is also recommended that the principals should be directly involved in the enrolment of the students so that he might be able to detect those students with undesirable characters through his psychological experiences and devise a means to handle them.
4. The managers of education and policy makers should make sure that before teachers are promoted to become a principal they must undergo compulsory- courses in psychology and guidance and counselling.
5. Governments should "provide all necessity of teaching and learning in schools for the improvement of teaching and learning outcomes.

References

Abinboye, D. (2011). Ten million Nigeria out of school. *News Watch Magazines Retrieved from http//www. newswatch. com02*

Aggawal, J.C. (2006). *Teacher and education in a developing society.* New York: Publisher.

Alluede, O. (2011). Managing bullying problems in Nigeria secondary schools: some counseling intervention for implementation. The African symposium, 11(1), 138 – 145.

Anuforo, A.M. (2007). *Principles and practice of teaching.* Lagos: T-Excel Publishers.

Bagudo, A.A. (2006). Education for all round development: *A collection of essay*. Sokoto: But Buss (Nig) Ent.

Carpenter, B.W. (2011). Developing turn around leadership: Pragmatic ecosystem approach to faculty development. *International Journal of Education and Arts,* 12(8). Retrieved from http//www.Ijea.org/vl208,

Cohen, J. (2006). Social, emotion, ethical and academic education, creating a climate for learning, participated in democracy and wellbeing. *Harvard Education Review*, 76(2), 201-237.

Cohen, J.3 PickeraU T. & McCloskey, M. (2009).The challenge of assessing school climate. *Journal of Educational Leadership,66(2),* Retrieved from www.ascd. Org/../education.

Daramola, C.O. (2002). *Introduction to the sociology of education*. LagosCommunication.

Devine, J. & Cohen, J. (2007). *Making your school safe, strategies to protect promote learning.* New York: Teachers College Press.

Farrent J.S. (2004). *Principles and practice of education.* Edinburgh: London Limited.

Fafunwa, A.B. (2004). *History of education in Nigeria. Ibadan*: NPS education Publishers Ltd.

Loukas, A. (2009). *What is school climate?* Texas. Leadership Compass, (5)1, 30-41.

Lingard, B., Hayes & Mills, M. (2003). Teachers and productive pedagogies contextualizing, Conceptualizing, *Utilizing Pedagogy Culture & Society*, 11(3), 399-424.

Marzano, R.J. (2007). *The art and Science of teaching.* A comprehension framework for effective instruction Alexandria V.A. Association for Curriculum Super Visio development.

Nakpodia, E.D. (2011). *Philosophy as a tool for sustainable development.* A contemporary issue in Nigeria Education System. *African Journal Social Science*, 1, (1), 65 - 74 Retrieved from http//ssm.com/abstract.

National school Climate councils (2007).The school climate challenges narrowing the gapbetween school climate research and school climate policy, practice guidelines and teacher education policy on www.schoolclimate.org/climate/ policy.php.

National School Climate Centre (2012). *What is school climate.* New York: 10018 Retrieved from w.schoolclimate.org/climate.

National Policy on Education (2013) Federal Republic of Nigeria,

Novotney (2009) violence against teachers is well known but significant problem. An ART task force is working to change *that America psychological Association monitor on psychology 40(9), 68. '*

Nwangwu, C.C. (2008). *With effective management all students can learn no excuse on exception Inaugural Lecturer Series.* 93 University of Benin.

Obi, K. (2004). *Issues in educational administration.* Enugu: Empathy International

Ohamaobi, I.N. & Ezeaku, S.N (2015). Achieving Democratic Approach in Secondary School Administration in Nigeria problems and prospects. COOUJERD. *Journal of Education research and development, 2, 45- 51.*

Skimmer E & Belinont M. (2003). Motivation in the class room: Reciprocal effect of teacher behavior and student engagement across the year. *Journal of education Psychology 85-572-581.*

Williams, H.S. (2009), An evaluation of principal interns performance on the interstate school leaders licensure consortium standards. *National Forum of Educational Administration and Supervision Journal*, 26(4), 1 -22.

Wright, S.P., Horn, S,P. & Sanders, W.C. (2007). Teacher and classroom in context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Educational*, 57-69.

Yusuf, M.A. Adigun, J.O (2010). The influence of school climate on teachers' productivity and students 'Academic achievement educational research and review, 2 (23). 032-035.