A STUDY OF THE RELATIONSHIP BETWEEN SCHOOL CLIMATE AND TEACHERS' PERFORMANCEIN HIGH SCHOOLS

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Abstract

The purpose of this research is to examine the relationship between school climate and teachers' performance in high schools. Descriptive survey method was applied for this study. There are nine Basic Education High Schools in Pale Township. In this study, the samples were (9) principals, (236) teachers and (712) students from all Basic Education High Schools. The questionnaires were used as instruments to collect the appropriate data. There is one instrument for principals and students and two instruments for teachers. The first instrument for teachers (Q1) includes Organizational Climate Description Questionnaire (OCDQ) developed by Haplin and Croft (1963, cited in Chen, 1990). The second instrument for principals, students and teachers (Q2) is to measure teachers' performance developed by Raza (2010) in order to obtain information for the study. In order to analyze the data obtained, Pearson-product moment correlation coefficient and descriptive statistics were computed. The result of the study indicated that the perception of the teachers on school climate was at high level. With regard to teachers' performance, the perception of principals, students and teachers were also high level. According to ANOVA result, there was significant difference between principals, students and teachers' perception on teachers' performance. It was found that there was significant relationship between school climate and teachers' performance with Pearson *r* of .658 at 0.001 level. The effect size of *r* = .658 was considered large effect size. According to simple linear regression, it can be concluded that 43% of teachers' performance can be predicted from school climate. These results indicate that school climate is one factor that increases teachers' performance in high schools.

Keywords: relationship, school climate, teachers' performance

Introduction

Development of nation is primarily dependent on the education system available in the country. Teachers are essential for the effective functioning of education system and for improving the quality of learning process. The quality of educational process and its product is unquestionably influencing by teachers' performance. The entire edifice of education is shaky if the performance of teachers is weak and ineffective. Therefore effective performance of teachers is a must for educational improvement, which we are striving hard to bring about. School climate is one of the most powerful and significant factor that contributes to effective teacher performance. Teacher plays a pivotal role in ensuring achievement in school (Selamat, Semsu & Kamaly, 2013). School organizational climate is well known to be a factor that affected teachers' performance. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education (Babu, 2013). Thus a positive school climate of a school is not only an important predictor of teachers' performance but also a crucial factor in instruction.

Objectives of the Study

(1) To study the perceptions of teachers on school climate at Basic Education High Schools

(2) To explore the levels of teachers' performance rated by principal at Basic Education High Schools

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(3) To investigate the levels of teachers' performance rated by students at Basic Education High Schools

(4) To explore the levels of teachers' performance rated by teachers themselves at Basic Education High Schools

(5) To find out the relationship between school climate and teachers' performance at Basic Education High Schools, Pale Township, Sagaing Region

Scope

This study was confined to principals, teachers and students at basic education high schools in Pale Township, Sagaing Region. The number of participants included in the study was (9) principals, (284) teachers and (712) students. In this study, eight dimensions of school climate questionnaires (aloofness, production emphasis, consideration, thrust, disengagement, hindrance, intimacy and esprit) with (48) items were limited to inquire the perceptions of teachers on school climate. For teachers' performance questionnaires with (30) items were limited to inquire the levels of performance for teachers.

Definitions of Key terms

Relationship : Relationship is the way in which two or more people or things are connected, or the state of being connected (Oxford Dictionary).

School Climate: School climate refers to the result of the reciprocal effects of the teachers' behavior patterns as a group and the principal's behavior pattern as a leader (Halpin& Croft, 1963).

Teacher Performance: Teachers' performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999, cited in Adeyemi, 2010).

Literature Review

School Climate and Teachers' Performance

Halpin and Croft (1963) identified eight dimensions of the school climate such as disengagement, hindrance, espirit and intimacy as reflected in the behavior of teacher and aloofness, production emphasis, thrust and consideration as reflected in the behavior of the principals. They reduced these eight dimensions to six broad and more comprehensive dimensions or types of climates i.e. open, autonomous, controlled, familiar, parental and closed, defining each of these with reference to the degree of presence or absence of the eight elements or dimensions of the climate. They developed a tool OCDQ (Organizational Climate Description Questionnaire) to measure these dimensions and types of the climate. The rationale underlying OCDQ was first assumed that something actually exists which can properly be called organizational climate. Further, it was also assumed that organizational climate is closely related to the perceived behavior of teachers and principals.

The teachers are the most important factor of the teaching-learning process. The school's most important influence is the teachers. He sets the tone of the classroom and establishes the mood of the group. He is the authority figure providing the direction for behavior. He is a model and is consciously imitated (Bernard, 1972, cited in Akram, 2010).

The teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by the teachers, as much as through their personal examples as through teaching-learning processes. Performance refers to an act of accomplishing or executing a given task (Lindsay, 1995; Griffin, 1997; Owei, 1999, cited in Adejumobi, 2013).

The term teaching performance is referring to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts that a teacher performs in the classroom. The term is not meant to encompass the effects or products of instruction, such as student achievement or personal growth. Neither is it meant to encompass such teacher characteristic as attitudes and expectations. Rather, teaching performance is concerned, to use Dunkin and Biddle's terms, with process variable rather than presage or product variables. (cited in Raza, 2010)

Research Method

Design

In this study, questionnaire survey method which is one of the descriptive methods was used to collect the information about school climate and teachers' performance in high schools. A questionnaire survey method and a descriptive research design were used. Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subjects of the study (Gay, 1987).

Subjects

This study was carried out among principals, teachers and students in Pale Township, Sagaing Region. There are nine basic education high schools. These schools were included in the sample. So, principals, teachers and students from nine basic education high schools in Pale Township were selected as the sample subjects in this study. The total number of principals in this study was (9). The total number of teachers was (284) and the total number of students was (712). Table 1 showed the number of sample schools and sample size in this study.

Table 1 The Sample Schools and Sample Size

No.	Name of Schools	Number of Participants		
		(Principals)	(Teachers)	(Students)
1.	BEHS Pale	1	45	100
2.	BEHS Let TaungGyi	1	26	70
3.	BEHS Pan Ywa	1	26	82
4.	BEHS Mindaingpin	1	68	200
5.	BEHS Chinpyit	1	25	50
6.	BEHS Kandaung	1	26	100
7.	BEHS PadaukKone (S)	1	22	50
8.	BEHS Kyetyin	1	14	30
9.	BEHS Wet Kya	1	17	30
Total		9	269	712

Instruments

In this study, the researcher used four questionnaires for school climate and teacher performance in order to obtain data from principals, teachers and students. The questionnaire for school climate was constructed on the basis of the questionnaire of Halpin and Croft (1963, cited in Chen, 1990). The questionnaire for teacher performance was constructed on the basis of the questionnaire of Raza (2010). The demographic variables such as gender, age, teaching experience and qualification were firstly asked teachers before asking the items on school climate and teacher performance.

Questionnaire for school climate included five-point Likert scale items for eight dimensions: aloofness, production emphasis, consideration, thrust, disengagement, hindrance, intimacy and esprit. There were 48 Likert scale items in this instrument including 6 items for each dimension. The possible responses to each item to measure the perceptions of school climate of teachers were ranged according to responses of "Never Occurs" (1), "Rarely Occurs" (2), "Sometimes Occurs" (3), "Often Occurs" (4), and "Always Occurs" (5). Each individual's score was determined by adding the responses of each item on school climate. The higher scores the teachers got, school climate is a positive climate.

Questionnaire for teacher performance included five-point rating-scale items. There are 30 items for principals, teachers and students. The possible responses to each item to measure the performance of teachers were ranged according to responses of "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Always" (5). Each individual's score was determined by adding the responses of each item on teacher performance. The higher scores the teacher got, the higher performance they had.

Instrument Validity

To get for questionnaire validation, the copies of questionnaires were distributed to the experienced teachers in the field of education in Sagaing University of Education on 11st, September, 2018. For the suitability of each item, the correctness of the key, the clarity of the language and the suggestions for improvement of the questionnaires, those teachers were requested. After that, items were modified again according to their advice and guidance.

Pilot Survey

On 25th, September, 2018, a pilot survey was carried out with (37) teachers and (100) students in BEHS – Ohm Taw, Sagaing Township. The main objective of the pilot study was to determine the reliability of the main survey. The pilot questionnaire was prepared in the same format as envisaged for the main survey; the same instructions were included as for the main survey. Based on the finding of the pilot survey, internal consistency reliability of the questionnaire is determined by Cronbach's alpha. The Cronbach's alpha internal consistency reliability of school climate questionnaire was 0.90 and the Cronbach's alpha internal consistency reliability of teachers' performance questionnaire was 0.847.

Procedure

First and foremost the researcher collected relevant data and information from several available books, reports, theses and the Internet. Secondly, in order to get the required data, the researcher constructed the instruments under the guidance of the supervisor. Thirdly, content validity will be determined by experienced teachers. After the instruments had been validated, a

pilot testing was conducted. For the internal consistency reliability, Cronbach's alpha coefficient was used.

After the pilot survey, the main survey was conducted in Basic Education High Schools in Pale Township. The questionnaire and demographic data were distributed to principals, teachers and students with the request to complete and return as soon as possible. All participants were asked to decide their agreement with the statements and mark the relevant response category honestly. A hundred percent of the questionnaires from principals and students, and 87.73 percent of the questionnaires from teachers were returned in the sample schools under study. Finally, the obtained data were analyzed.

Analysis of the Data

After collecting the required data, a quantitative data analysis was made by using the Statistical Package for the Social Science (SPSS) version 20. The data were analyzed by using descriptive statistics, one-way ANOVA and Pearson-product moment correlation. In order to know mean and standard deviation for school climate and teachers' performance by principals, teachers and students, descriptive analyses were used. One-way ANOVA was used to compare teachers' performance in terms of principals, teachers and students. Then, Pearson-product moment correlation was used to determine whether any relationship exists between school climate and teachers' performance in high schools. To examine how school climate can predict teachers' performance in high schools, simple linear regression was calculated.

Data Analysis and Findings

After the instrument had been developed for the research and applied for the data collection, school climate and teachers' performance were investigated. Data were analyzed by using the Statistical Package for Social Science (SPSS) software. Descriptive statistics, One-way ANOVA, Pearson-product moment correlation and simple linear regression were applied to discuss findings and results.

Perceptions of Teachers on School Climate at Basic Education High Schools

Mean Comparison for Each Dimension of School Climate

The mean and standard deviations of each dimension of school climate were described in Table 2.

Table 2 Comparison of Mean and Standard Deviation for Each Dimension of School Climate for All Teachers in Nine Basic Education High Schools

Dimension of School Climate		A (n=35)	B (n=21)	C (n=25)	D (n=55)	E (n=21)	F (n=26)	G (n=22)	H (n=14)	I (n=17)	Total (n=236)
Aloofness	Mean	3.96	3.93	3.75	3.65	3.86	3.39	3.87	3.87	3.8	3.79
	SD	0.48	0.43	0.56	0.46	0.24	0.48	0.39	0.35	0.35	0.42
Production Emphasis	Mean	4.44	4.11	4.20	3.99	4.62	3.96	4.49	4.74	4.73	4.36
	SD	0.48	0.63	0.71	0.7	0.39	0.69	0.43	0.31	0.39	0.53
Thrust	Mean	4.64	4.01	3.89	4.11	4.69	3.46	4.55	4.77	4.62	4.30
	SD	0.47	0.91	0.70	0.67	0.45	0.74	0.35	0.21	0.55	0.56
Consideration	Mean	4.27	3.29	3.71	3.85	4.21	3.11	3.87	4.33	4.09	3.86
	SD	0.71	0.83	0.79	0.73	0.45	0.79	0.55	0.46	0.66	0.66
Disengagement	Mean	2.92	2.71	2.97	3.13	2.76	3.00	3.00	3.15	2.96	2.96
	SD	0.43	0.39	0.38	0.35	0.43	0.29	0.34	0.39	0.25	0.36

Dimension of Climate	School	A (n=35)	B (n=21)	C (n=25)	D (n=55)	E (n=21)	F (n=26)	G (n=22)	H (n=14)	I (n=17)	Total (n=236)
Hindrance	Mean	2.10	2.10	2.14	2.65	2.26	2.71	2.57	2.33	2.14	2.33
	SD	0.75	0.71	0.58	0.68	0.71	0.48	0.65	1.01	0.66	0.69
Esprit	Mean	4.10	3.76	4.23	3.96	4.48	4.10	4.23	4.36	4.45	4.19
	SD	0.64	0.62	0.52	0.56	0.37	0.59	0.27	0.35	0.41	0.48
Intimacy	Mean	3.92	4.1	3.39	3.88	4.29	3.97	4.25	4.20	4.32	4.04
	SD	0.71	0.71	0.57	0.57	0.51	0.64	0.41	0.68	0.47	0.59
Total	Mean	3.79	3.50	3.60	3.65	3.89	3.46	3.85	3.98	3.89	3.73
	SD	0.58	0.65	0.60	0.59	0.44	0.58	0.42	0.47	0.46	0.53

Note: 1-2.33 = Low, 2.34-3.67 = Moderate and 3.68-5 = High

Table 2 shows descriptive statistics for dimensions of school climate in Nine Basic Education High Schools in Pale Township. According to the teachers' perspectives, Aloofness was mostly practiced by principal from School A, Production Emphasis was mostly practiced by principal from School H, Thrust was mostly practiced by principal from School H, Consideration was mostly practiced by principal from School H, Disengagement was mostly practiced by teacher from School H, Hindrance was mostly practiced by principal from School F, Esprit was mostly practiced by principal from School E and Intimacy was mostly practiced by principal from School E. Among Nine Basic Education High Schools, School H is the highest used of eight dimensions of school climate and School F is the lowest used of eight dimensions of school climate on the perspectives of teachers.

Descriptive Statistics for Teachers' Performance

The mean and standard deviations of teachers' performance were described in the following tables.

Table 3 Mean and Standard Deviation of Principals' Perceptions on Teachers' Performance in Nine Basic Education High Schools

		Nine Basic Education High Schools (n=9)
Teachers' Performance	Mean	4.18
	SD	0.29

Note: 1-2.33 = Low, 2.34-3.67 = Moderate and 3.68-5 = High

According to Table 3 shows that all teachers from Nine Basic Education High Schools perceived by their principals as high level.

Table 4 Mean and Standard Deviation of Students' Perceptions on Teachers' Performance in Nine Basic Education High Schools

		A (n=100)	B (n=70)	C (n=82)	D (n=200)	E (n=50)	F (n=100)	G (n=50)	H (n=30)	I (n=30)	Total (n=712)
Teachers' Performance	Mean	3.96	4.18	3.86	4.04	4.16	3.88	4.41	4.01	3.77	4.02
	SD	0.52	0.62	0.534	0.57	0.34	0.44	0.33	0.46	0.37	0.46

Note: 1-2.33 = Low, 2.34-3.67 = Moderate and 3.68-5 = High

According to Table 4 shows that all teachers from Nine Basic Education High Schools perceived by their students as high level; School A ($\bar{X}$=3.96), School B ($\bar{X}$=4.18), School C ($\bar{X}$=3.86), School D ($\bar{X}$=4.04), School E ($\bar{X}$=4.16), School F ($\bar{X}$=3.88), School G ($\bar{X}$=4.41), School H ($\bar{X}$=4.01) and School I ($\bar{X}$=3.77).

Table 5 Mean and Standard Deviation of Teachers' Perceptions on Teachers' Performance in Nine Basic Education High Schools

		A (n=35)	B (n=21)	C (n=25)	D (n=55)	E (n=21)	F (n=26)	G (n=22)	H (n=14)	I (n=17)	Total (n=236)
Teachers' Performance	Mean	4.31	4.35	4.28	4.05	4.59	4.22	4.47	4.38	4.53	4.3
	SD	0.68	0.68	0.5	0.5	0.38	0.57	0.37	0.3	0.37	0.48

Note: 1-2.33 = Low, 2.34-3.67 = Moderate and 3.68-5 = High

According to Table 5 shows that all teachers from Nine Basic Education High Schools perceived by themselves as high level; School A ($\bar{X}$=4.31), School B ($\bar{X}$=4.35), School C ($\bar{X}$=4.28), School D ($\bar{X}$=4.05), School E ($\bar{X}$=4.59), School F ($\bar{X}$=4.22), School G ($\bar{X}$=4.47), School H ($\bar{X}$=4.38) and School I ($\bar{X}$=4.53).

Comparison of Teachers' Performance by Principals, Teachers and Students

There are Nine Basic Education High Schools in this variable. To compare teachers' performance by principals, teachers and students, descriptive statistics was first used. Table 15 displayed mean and standard deviations for teachers' performance from principals, teachers and students.

Table 6 Comparison of Mean and Standard Deviations for Teachers' Performance by Principals, Teachers and Students

Variable	Types of Person	*N*	Mean	*SD*
Teachers' Performance	Principals	9	4.18	0.29
	Teachers	236	4.3	0.48
	Students	700	4.02	0.46
	Total	945	4.19	0.41

According to table 6, teachers had the highest mean ($\bar{X}$=4.3) on teachers' performance and students had the lowest mean ($\bar{X}$=4.02) on teachers' performance.

In order to determine where there is a significant difference between the perceptions of principals, teachers and students, the collected data were analyzed by using one way analysis of variance (ANOVA). The results of ANOVA are presented in Table 7.

Table 7 ANOVA Results of Principals, Teachers and Students' Perceptions for Teachers' Performance

		Sum of Squares	*df*	Mean Square	*F*	*p*
Teachers' Performance	Between Groups	14.062	2	7.031	24.623	.000***
	Within Groups	272.413	954	.286		
	Total	286.476	956			

Note: *** The mean difference is significant at 0.001 level

Table 7 indicated that a statistically significant difference in teachers' performance was found among principals, teachers and students at 0.001 level.

To investigate more specifically how teachers' performance differed in relation to principals, teachers and students, the Post Hoc Test was carried out. The results were shown in Table 8.

Table 8 The Result of Post Hoc Test Multiple Comparison for Teachers' Performance

Variable	Types of Person *(I)*	Position of Person *(J)*	Mean Difference *(I-J)*	*p*
Teachers' Performance	Principals	Teachers	-.123	.480
		Students	.157	.291
	Teachers	Principals	.123	.48
		Students	.281	.000***
	Students	Principals	-.157	.297
		Teachers	-.281	.000***

Note: *** The mean difference is significant at 0.001 level

Post Hoc Test revealed that the mean difference between Teachers and Students was .281 and it was significantly different at $p = 0.000$. So, the teachers' perception had higher teachers' performance levels than the students' perception.

Pearson-product moment correlation between School Climate and Teachers' Performance

The Pearson-product moment correlation was utilized to find out the relationship between school climate (independent variables) and teachers' performance (dependent variables). Table 9 shows correlations between school climate and teachers' performance of teachers perceived by teachers in Nine Basic Education High Schools in Pale Township, Sagaing Division.

Table 9 Pearson-product Moment Correlation between School Climate and Teachers' Performance Perceived by Teachers in Nine Basic Education High Schools

	School Climate	Teachers' Performance
School Climate	1	.658
P		.000***
Teachers' Performance	.658	1
P	.000***	

Note: *** Correlation is significant at the 0.001 level (2-tailed)

Table 9 depicts that the two variables were significantly correlated. The direction of correlation was positively correlated with a Pearson r = .658 at 0.001 level. According to Cohen's guideline, the effect size of r = .658 was considered large effect size.

Simple Linear Regression on School Climate and Teachers' Performance in High Schools

To examine how school climate can predict teachers' performance in high schools, simple linear regression was calculated. By using the results of simple linear regression, school climate significantly predicted to teachers' performance F (1, 234) = 178.498. To see vividly, the explanation was presented in Table 19.

Table 10Model Summary for School Climate and Teachers' Performance

Model	*R*	R^2	Adjusted R^2	Std. Error of the Estimate
1	.658	.433	.430	12.547

According to Table 10, the simple linear regression coefficient (R) = .658 and adjusted R square was .430. It can be concluded that 43% of teachers' performance can be predicted from school climate. To get more exact information, the results can be seen in the following Table 11.

Table 11 Results of Simple Linear Regression on School Climate and Teachers' Performance

Variables	Unstandardized Coefficient		Standardized Coefficient β	*t*	*p*
	B	Std. Error			
Teachers' Performance (TP)	11.141	8.865		1.257	.210
School Climate (SC)	.663	.050	.658	13.360	.000***

Note: *** The mean difference is significant at the 0.001 level

From the Table 11, it was found that the predictor teachers' performance significantly predicted school climate. Therefore, the model can be expressed as the following equation.

Teachers' Performance = 11.141+.663School Climate

Conclusion

Discussion

This study was conducted to find out the relationship between school climate and teachers' performance. A total number of (9) principals, (269) teachers and (712) students from Basic Education High Schools in Pale Township were chosen as the sample. The school climate questionnaire was composed of 78 items in the form of five-point Likert Scale based on Organizational Climate Description Questionnaire (OCDQ) constructed by Halpin and Croft (1963, cited in Chen, 1990) and the teachers' performance questionnaire was composed of 30 items in the form of five-point Likert Scale constructed by Raza (2010). Based on the findings of this study, the following were discussed.

To find out the mean and standard deviation of school climate, descriptive analysis was carried out. The results showed that all teachers from Basic Education High Schools in Pale Township rated school climate to be moderate level on disengagement ($\bar{X}$=2.96) and low level on hindrance ($\bar{X}$=2.33). Besides, all teachers from Basic Education High Schools perceived aloofness ($\bar{X}$=3.79), production emphasis ($\bar{X}$=4.36), thrust ($\bar{X}$=4.3), consideration ($\bar{X}$=3.86), esprit ($\bar{X}$=4.19) and intimacy ($\bar{X}$=4.04) to be high level. As discussed in literature, school climate consists of two aspects: principal's leadership behavior and teachers' behavior. The dimensions of principal's leadership behavior are aloofness, production emphasis, thrust and consideration and the dimensions of teachers' behavior are disengagement, hindrance, esprit and intimacy.

Therefore, in term of principal's leadership behavior aspects, it could be inferred that the principals practice aloofness highly that is the extent to which some principals keep social distance from the teachers, give excessive rules and regulations. Some principals are seen as unfriendly; they do not show human feelings as they relate to the staff. And, the principals practice production emphasis highly that is the behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task-oriented. Then, the principals emphasize thrust to be highly that is behavior marked not by close supervision of the teacher, but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give of themselves anything more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers. Hence thrust is an important factor in enhancing the effectiveness of an organization. Next, the principals used consideration as highly practice that is the behavior by the principal

which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms.

Another behavior, the teachers practice disengagement to be moderately that is the principal's negative behavior does not prevent the teachers from doing and enjoying their work. Thus, these teachers are productive regardless of the principal's weak autocratic leadership. Disengagement indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves. Besides, the teachers practice hindrance to be lowly level that is the teachers' feeling that the principal relieve them with routine duties, committee demands and other requirements which the teachers construe as unnecessary busy-work. Moreover, teachers practice esprit as to be highly effective that is describes "teachers' satisfaction with their social and professional needs." In an institution characterized by high esprit and accomplishments, teachers help, support and work with each other. As a team, they like and respect each other. They enjoy each other's company and they are committed to their work. They are enthusiastic, innovative and they willingly work reluctantly. They do not derive satisfaction from their work. Thus, they work just to earn a living without any devotion. Another aspect, the teachers practice intimacy highly in their schools that is characterized by high intimacy knows each other well and share personal issues with each other. This kind of relationship does not end at school; they socialize on a regular in school and outside school. They provide strong support for each other, that is, they exchange visits, know each other's family members, they are always there for each other even in difficult situations. They find their closest friends among their colleagues.

The study findings showed that teachers perceived by principals to be highly practiced on their performance ($\bar{X}$=4.18). The study findings showed that teachers perceived by students to be highly practiced on their performance ($\bar{X}$=4.02). The study findings showed that teachers perceived themselves to be highly practiced on their performance ($\bar{X}$=4.3). This implies that the teachers' performance is very crucial in child's development. The identification and nurturing of talents is one of the main responsibilities of a teacher. Riley (1994, cited in Raza, 2010) has stated "as an interpreter, the teacher has to place new knowledge and new experience with in the context of what is already known and understood by the students." If the teachers highly practice in their duties and responsibilities, it can improve school environment, students' achievement, development in their life-long time.

According to the ANOVA results, there were significant differences among principals, teachers and students' perception on teachers' performance. The teachers' perception from all schools had the highest mean scores among them. However, the principals and students' perception were also high levels on teachers' performance. Among these, teachers' perceptions were slightly distinct on teachers' performance. It may be because teachers ranked themselves their own performance.

Pearson-product moment correlation showed that there was a significant relationship between the school climate and teachers' performance basing on the evaluation done by the teachers from basic education high schools in Pale Township (r=.658, p<0.001). This implies that the school climate have significant implication on their level of performance in their teaching job. And then, the finding of regression analysis showed that the approximately 43% of the variance in school climate could be explained. This implies that school climate is one of the most powerful and significant factor that contributes to effective teacher performance.

Suggestions

This study was concerned with the teachers' performance in relation with to their school climate. The performance of employees can be improved by providing on job relevant training, seminars, conferences, departmental meetings and supervision. The climates environment may be ensured through administrative policy measures and performance can be improved by allowing controlled climates rather than closed climates (Raza, 2010). In the school organization, it is common for the principals and teachers to discuss and interact with each other concerning schools matters and issues. According to Raza (2010), the interaction between the principals and teachers influence the atmosphere of the school organization. Organizational climate assessment might help in finding the obstacles to teachers' job performance. Moreover, the principals need to know why and how their instructional leadership behaviors can bring into existence of a particular type of school climate. It will help them to take the necessary steps to improve the climate in their schools. The principal must create a quality workplace for teachers and increase the opportunities for quality teaching in each classroom through instructional leadership. The principal should create a climate of high expectations in schools by communicating with teachers, supporting and participating in staff development activities. A positive school climate affects everyone associated with the school; students, staff, parents and the community.

As the research is an endless process and every research work provides the way for further research studies, some suggestions are provided.

1. As the present study was limited geographically, the future studies should include other townships, divisions, regions or even nationwide if possible.
2. It is suggested that longitudinal study should be undertaken to confirm and validate the findings of this study.
3. Further research needs to find out other factors that improve the performance of teachers.
4. Moreover, the research should be conducted that is factors affecting on school climate and teachers' performance.
5. And then one research, school climate, teachers' job satisfaction and teachers' performance should be made because job satisfaction can influence teachers' job performance.
6. If the current investigation for school climate can be made, we may know that it may play a role in reducing negative outcomes.

Conclusion

Nowadays, education is more important for human resources to meet the challenges in the world's development. It must be the type of education that fulfills individual, social, national, and international needs. It means all-round development of a person who is self-aware and self-development, one who can make a better self, better surroundings and who can carve out a better history of humanity. In raising the standard of education, the teachers who are the main inputs of the educational process, play a vital role. Therefore, teachers require expert knowledge, wide range of skills, abilities (personal, social and methodological abilities or attitudes), competences and qualities in order to carry out teaching tasks and to cope with the current educational technologies and advancement in the changing world. In addition, the school climate of schools

requires being positive climate and staff in this climate requires being possessive willingness to go above and beyond the call of duty to promote the effective functioning of organization. So, the researcher get examined school climate and teachers' performance in high schools in Pale Township, Sagaing Region in the present study.

Education is now universally recognized to be the prime key to moral, cultural, political and socio-economic development of a nation. School climate or environment of a workplace is one of the factors that explicitly or implicitly influence the level of performance of teachers. This climate affects the behavior of the individual living and working in the environment which in turns influences their performance. Thus the environment of a school is an important factor, which influences the behavior and activities of the role participants. The climate is quite vital because it shapes the social and environmental structure organizational improvement and to bring change and promote individual skills and performance outcomes. So, principals and teachers should be able to apply effectively organizational climate which include aloofness, production emphasis, consideration, thrust, disengagement, hindrance, esprit and intimacy that can shapes social and environmental structure of organization.

This research points out the relationship between school climate and teachers' performance in high schools in Pale Township, Sagaing Region. It was found that there was a significant relationship between school climate and teachers' performance. This study supply all principals and teachers to better understand how they communicate each other to improve their school outcomes. To conclude, if the school climate is positive, the teachers' performance and school may be at high level. Hence, it is expected that this research will be able to provide paramount benefits for principals and teachers. And, this study may provide basis for further research studies.

Acknowledgements

We would like to express my profound thanks to those who have granted the help accomplish of this thesis. First we would like to offer special gratitude to Dr. Saw PyoneNaing (Rector, Sagaing University of Education) for his permissions and direction to conduct this work. We would like to express my special thanks to Dr. WaiWaiOo (Associate Professor & Head of Department, Department of Methodology, Sagaing University of Education) for her expert guidelines, precious advice and encouragement. Finally, we wish to record my full marks to the principals, teachers and students from Nine Basic Education High Schools in Pale Township for their active participation and cooperation during the data collection.

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