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Influence of School Climate in the Administration of Technical College Programmes for Sustainable Skill Development in Anambra State

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Abstract

The main purpose of the study was to determine the influence of school climate on the administration of technical colleges for sustainable skill development in Anambra State. The study was guided by three research questions and three null hypotheses. A descriptive survey research design was adopted for the study. The population for the study was 37 comprised of principals and vice principals in the eight technical college in Anambra State. The instrument used for data collection was a 27 item structured questionnaire grouped into four sections. The instrument was validated, and reliability of the instrument was determined using Cronbach Alpha which yielded 0.71. Out of 37 copies of the questionnaire distributed 33 were properly filled and returned representing 89.19% return rate. Mean, standard deviation and t-test statistics were the statistical tools used for data analysis. From the result of data analysis, the study identified that school climates have influence on the administration of technical colleges for sustainable skill development. The study found that open school climate, close school climate and paternal school climate affects the administration of sustainable skill development. The findings of the study showed that there is no significant difference in the mean rating of experienced and less experienced administrators on the identified influence of school climate on the administration of technical colleges for sustainable skill development. Based on the findings, recommendations were made which include; technical college administrators should adopt and implement a healthy climate for sustainability of skill development programmes in their schools and open school climate should be implemented as it adopts collaborative team work and participatory in leadership decision making and goal attainment.

Keywords: School Climate, administration, technical colleges, skill development.

INTRODUCTION

Education has gain high prominence in the world that developed and developing nations depends on it for growing their human capacity for economic and technological development. The achievement of high technological and scientific development for global competitiveness anchors on quality education provided to the citizens. Onyebuenyi, Mbah and Odeluga (2017) opined that education is the medium of acquisition of minimum ethical standards that can propel individual towards the development of oneself and nation at large. Education is the key for viable human capital development and reasonable actions ought to be taken in the administration of the schools.

Formal education has been the central focus in government administration and policy making, which impact the citizens with employable skills and knowledge to function in the world of work. Formal education exists at various levels which includes tertiary education, secondary education, basic education among others. The secondary education may exist as technical colleges, commercial or comprehensive conventional secondary schools (Ogbodo, 2016). Technical colleges are post primary education programme designed to train craftsmen and master craftsmen in different vocational/career and technical skill areas. Mbah (2016) and Okolie, Igwe and Elom (2019) stated that technical college programmes are aimed at training intermediate workforce with relevant

skills for employment in facilities that machines, electrical, electronics control techniques and materials are used. Technical colleges are vocational institutions running technical education programme with the objective of training craftsmen and master craftsmen that can use tools and materials properly in production setting.

Further, technical colleges are designed to develop abilities, understanding, work habits and appreciation encompassing knowledge, skills and information needed by workers to enter and make progress in employment on a useful and productive basis. At this technical college level, occupational-specific education is provided to students through technical education instructional approaches. The curriculum of technical colleges (TCs) focus on crafts, engineering trades and technical skills (Okolie, Igwe & Elom, 2019). Amongst the trades offered to students in Nigeria TCs include bricklaying, carpentry, plumbing, painting, motor vehicle repair and maintenance, air condition and refrigeration, radio and television maintenance, machining, welding and fabrication and home economics. The trades are properly planned to equip people to understand skills to be employable in a specific area.

To deliver a functional technical college programme in Nigeria, effort needs to be made in management and administration of the school. TCs differ from comprehensive secondary schools as the former places more emphasis on skill acquisition and the administration need to consider it. The school administration should understand the challenges facing technical education starting from human resource, teaching materials and facilities affecting quality delivery. Delivering technical college programme demands that the human and material resources need to be brought together to create an enabling environment for teaching and learning through their administrative styles. Ile (2013) stressed that administration is an aspect of management that focuses on facilitating the realization of the stated objective of a given organization through a systematic management of problems and careful utilization of scarce resources. Kieti, Maithya and Mulwa (2017) pointed that effective instructional administration has been shown to result in school improvement and effectiveness. Administration of technical college programme is basically the implementation or execution of policies in educational sector in order to train the students effectively.

The major preoccupation of a good TC administrator is always to design strategies to reduce human problems, secure the cooperation of all his staff in performance of their job by volition and not by coercion. The administration of TCs like other school programmes is usually affected by school organizational climate. For one to be an effective school administrator he/she must have good knowledge of the school administration and organisational climate.

School organisational climate reflects to the physical and psychological aspects of the school that are more susceptible to change and provide the preconditions necessary for teaching and learning in a place (Nkuba, 2015). Although the concept of school organisational climate has been studied extensively, there is need to investigate its influence on the administration of technical college programmes that centre on skill acquisition and development. Oboruh (2009) and Hakielimu (2013) defined school climate as a composite of variables in a school as perceived by members of the school, as well as actual observable school characteristics such as school libraries, workshops, teachers welfare and motivational strategies. The United State Department of Education (2013) described school climate broadly as a multi-faceted concept that describes the extent to which a school community creates and maintains a safe school environment, a supportive academic, disciplinary and physical environment and respectful, trusting and caring relationship throughout the school community. Critics have pointed out that the definition of school climate are so broad that they encompass just about every feature of the school environment that impacts cognitive, behavioural and psychological development (Wang & Degol, 2016). Based on this study, school climate is defined as a relatively enduring quality of teaching and learning environment of a particular technical college that; (a) is experienced by the members (students, teachers, administrators and custodians), (b) influences their behaviour and (c) can be described in terms of the values, norms and beliefs of a particular set of attributes of the colleges. Nkuba (2015) pointed that the challenges facing administrators, educational stakeholders, ministry of education is maintaining a school climate that would support and improve performance in terms of students' achievement. The author further indicated that since school climate is positively related to school performance, then it would be necessary for authorities to work hard towards improving school climate in order to enhance the likelihood of high skill performance.

The climate in this study is directly associated with the interrelationship of the building, administrators, students and the teachers in a school, as it is based on their perception of behaviour to the school objective. School climate may be healthy and unhealthy. Healthy climate contributes to effective teaching and learning and conversely, an unhealthy climate may be a significant barrier to learning and teaching. El-jajah, Barde and Gishiwa (2018) described a healthy school climate as being characterized by instructional integrity where teachers are protected from disruptive forces. The authors also explained unhealthy school climate as being vulnerable to disruptive outside

forces. School climate is evident in the feelings and attitude expressed by students, teachers, other staff and sometimes parents about the school. School climate is the summative factor of all the positive and negative interactions among students and staff members. The tones of those interactions are influenced by the culture, which is the collection of unspoken norms, habits and traditions of the people that work in the school (Nkuba, 2015).

Technical college school climate is the way students, teachers and staff feel about being at school each day. It is the learning environment created through the interaction of human relationships, physical settings and psychological atmosphere. This is a significant element in discussions of potential solutions to problems such as bullying, inter-students conflict, suicides, character education, moral education, improving school reforms and academic performance. The acquisition and development of skills and knowledge amongst the students have yielded the desired result towards youth employment. This situation calls for revisiting of the learning environment (climate) in technical colleges as it influences the administration of the programme.

There are different types of school climates that can influence the administration of teaching and learning environment. Nkuba (2015) opined that school climate may be open (democratic or participatory), closed (exploitive authoritative) and paternal (autocratic). Open climate according to Nkuba is characterised by teachers and principal behaviours that authentic, energetic, goal-directed and supportive. Here the administrator listens and is receptive to teachers' ideas, gives genuine ad frequent praise and respect the competence of teachers. The distinctive characteristics of the open school climate are cooperation, respect and openness that exist within the teachers and between the teachers and administrators. The teachers in this type of climate are given freedom to perform without close scrutiny. There is openness, professional behaviours and cooperation committed towards the teaching and learning.

A close school climate is the antithesis of the open school climate. Sweetland and Hoy (2010) stated that this type of climate is characterised by teacher's relations that disengaged, frustrating, distant, suspicious and non-professional. The administrator in this type of school climate is seen as rigid, unsympathetic and unresponsive (low supportiveness). The administrator is not dynamic and exemplary, as he lacks vision, focus and drives towards school goals yet his expectation is high in achieving high productivity. Teachers find the working environment frustrating rather than facilitating. In paternal climate, there is no closeness or openness in the discharge of duties, but everybody work with the rules and guide in delivering task. Professionalism is practiced without sympathy, human face and high directiveness to polices and plans implementation. Less attention is given to teachers and students ideas in the delivery of objectives. Okoye (2012) pointed that the teachers battle with the obstructive and instructive know-it-all nature of the principals and his sycophants.

In a related development, Eboka (2017) identified six school climate types, which are the autonomous, closed, controlled, familiar, open and paternal climate. The type of school climate is based on pattern of students, parents and school personnel experience of school life, and reflects norms, goals, values, interpersonal relationship, teaching activities and the ability of the school administration to harness all resources in the school to ensure effective and productive output. In the closed climate, the principal and teachers do not work towards the achievement of educational goal or personal needs satisfaction (Okoye, 2012). A closed school climate is described as being characterized by teachers' relations that are disengaged, distance, suspicious and not professional. The open school climate is usually characterized by the teacher relations that are professional, collegial, friendly and committed to the education of students. Here the principal is supportive and professional and does not restrict or direct teachers and students with orders.

In addition to the above is the autonomous climate where the school administrator focuses more on the needs of the staff and students than achieving the school goals. Eneasator (2008) and Eboka (2017) described autonomous climate as an atmosphere where relationship and interactions are directed towards the individual needs of the students and teachers. While the controlled school climate is a type of climate where the relationship between the principal, student and teachers is cordial and little is done to enforce rules and regulations. Eboka (2017) noted familiar school climate as being characterized by high consideration of the needs and interest of individuals in the school with little emphasis on production. The paternal school climate is the type of school climate in which the principal insists on initiating all leadership acts in the school himself and makes concerted efforts to discourage the emergence of leadership initiatives from the teachers. The study focused on the influence of open climate, closed climate and paternal climate in the administration of technical college programme in Anambra State.

However, it is imperative to note that creation of any positive academic climate is reflected in the relationship among teachers, between teachers and students, among the students, commitment of teachers to the achievement of school goals and objectives. Konold, Cornell, Jia and Malone (2018) stated that a well planned school climate will gear up expected outcomes of education which will facilitate favourable

interaction, discipline among teachers and students and improve performance in skill acquisition of students. Therefore, it can be said that the school climate is an essential aspects of educational administration and management because it helps in maintaining discipline and quality of training among teachers and students. The type of school climate adopted may be influenced by experience of the administrators. Principal and vice principal of TCs who are the major stakeholders in administration of the schools can decide on the school climate that would facilitate effective teaching and practical activities in technical colleges.

It is pertinent to investigate the type of climate adopted and their influence in the administration of practical activities which are the bases of skill development in technical colleges. Acquisition of basic skills therefore demands a health school climate for technical college training to meet the contemporary employability skill needs. If it can be established how the qualities of a school climate are transmitted to students practical skill performance, there will be direct practical implications for better administration of the TCs. This will in turn improve the teaching and learning activities and improve the development of sustainable skills. Skill according to Mbah and Umurhurhu (2016) is the ability to make purposeful movements that are necessary to complete or master a particular task. Skill is manual dexterity to carry out a task with determined results often within a given amount of time, energy or both. Skill need may be categorized into basic psychomotor or manipulative, technical, adaptive, conceptual and transferable skills. Olabiyi, Aiyelabowo and Keshinro (2013) opined that skill development is a learned sequence of movements that are combined to produce a smooth and efficient action in order to master a particular task. Sustainable skill development anchors on formal practical skill training like in technical colleges. Sustainable skill development could be seen as skill development that meets the needs of the present without compromising the ability for future survival. It is a social responsibility as the administrators and teachers in TCs have to adopt and maintain a healthy school climate to improve skill development. It is against this background that the need arose to determine the influence of school climate on the administration of technical college trades for sustainable skill development.

Statement of the Problem

Every effort is usually directed towards maximising the positive impact and minimising the negative effects of skill development on the citizens as the sustainability of the economy depends thereof. Technical colleges are expected to contribute in addressing the issue of unemployable youths as Okoye and Arimonu (2016) noted that TCs provide training for individuals to acquire the technical awareness and skills necessary for mastering a trade/handicraft. The level of acquisition of these skills at technical colleges remain questionable as most of the graduates still lack the needed occupational skills for employment.

The reason behind this poor performance could be school climate that exist in these TCs. Climate here refers to the totality of teaching, learning and other educative actions that take place. It is the relationship among administrators, teachers and students working together for the same purpose of achieving educational goals and objectives. The school climate may influence the programme positively or negatively. The researcher wonders the school climate adopted in the administration of the TCs and their impact on the students employability skill development. This necessitated the need to determine the influence of school climate in administration of technical college programme for sustainable skill development.

Purpose of the Study

The main purpose of the study was to determine the influence of school climate on the administration of technical colleges for sustainable skill development in Anambra State. Specifically, the study sought to determine;

1. The influence of open school climate in the administration of technical colleges for sustainable skill development in Anambra State.
2. The influence of close school climate in the administration of technical colleges for sustainable skill development in Anambra State.
3. The influence of paternal school climate in the administration of technical colleges for sustainable skill development in Anambra State.

Research Questions

The following research questions guided the study;

1. What is the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State?
2. What is the influence of close school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State?
3. What is the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

H_{o1}: There is no significant difference between the mean rating of experienced and less experienced

administrators on the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State.

H_{o2}: There is no significant difference between the mean rating of experienced and less experienced administrators on the influence of close school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State.

H_{o3}: There is no significant difference between the mean rating of experienced and less experienced administrators on the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State.

METHOD

This study adopted a survey research design. According to Alio (2018) and Nworgu (2015) survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few of them the entire group. This design was adopted due to the polychotomous instrument used and the opinion of the principals and vice principals were sought for. The population comprised 37 principals and vice principals in eight technical colleges in Anambra State. The population was determined from field survey conducted by the researchers. The number was manageable and as such, there was no sampling.

The data collection was carried out using 27 item structured questionnaire developed by the researchers based on the literature reviewed. The instrument was structured in four point response scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2, and1respectively. The instrument was validated by three experts from the Technology Education and one in Measurement and Evaluation all from Enugu State University of Science and Technology, Enugu. Their corrections and suggestions were used to produce the final instrument used for the study. The instrument was trial tested using 10 copies in three technical colleges in Enugu State that were not part of the population and area under study. The reliability coefficient yielded 0.71 using Crombach Alpha method. This 0.71 coefficient is in-line with Uzoagulu (2011) that reliability index of 0.60 to 1 shows that the instrument is highly reliable.

Three research assistants were used in the administration of the questionnaire and out of 37 copies distributed 33 copies were returned giving 89.19% return rate. Weighted means and standard deviations were used to answer the research questions. Decisions on the research questions were made using the lower and upper limits of the mean based on a four point scale as follows:

Strongly Agree (SA) _____ 3.50- 4.00
Agree (A) _____ 2.50– 3.49
Disagree (D) _____ 1.50 – 2.49
Strongly Disagree (SD) _____0.50 – 1.49

The standard deviation was used to determine the homogeneity or otherwise of the opinions of the respondents. The t – test statistics of no significance difference was used to test the null hypotheses. The significant value (at 2-tail) was compared with .05 level of significance at the appropriate degree of freedom. The null hypothesis was not rejected where the significant value was less than the .05 level of significance value at appropriate degree of freedom; otherwise the null hypothesis was rejected.

RESULTS

The results of the study obtained were presented in Tables based on the research questions and hypotheses that guided the study (see Table 1-6).

Research Question 1

What the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State?

Table 1: Mean ratings and standard deviation of the respondents on the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State

S/N	influence of open school climate (democratic or participatory) in the administration of technical colleges includes;	More Experience N=19		Less Experience N=14		Overall		Decision
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}_G$	SD_G	
1.	It help in collaborative planning of instructional delivery with the other staff	3.25	0.50	2.94	0.79	2.95	0.78	Agree
2.	It facilitate team work on the achievement of objective	3.53	0.52	2.98	0.82	3.00	0.81	Agree
3.	It assist students and teachers to device their approaches towards goal achievement	3.50	0.57	2.84	0.94	2.86	0.94	Agree
4.	It increase participatory administration of technical programme from staff	3.76	0.51	2.93	0.95	2.96	0.95	Agree
5.	It ensures proper professional conducts and behaviour staff and administrators	3.49	0.54	2.84	0.89	2.87	0.84	Agree
6.	It gives room for improve interpersonal relationship	3.45	0.67	2.84	0.84	2.87	0.84	Agree

	among teachers, administrators and students.							
7.	It ensures easy implementation of educational policies of skill acquisition strictly by staff	3.49	0.58	3.14	0.71	3.15	0.71	Agree
8.	Teachers employ different approaches in ensuring that students learn the needed skills	3.47	0.69	3.28	0.71	3.29	0.70	Agree
9.	It ensures open door policy administration by the teachers	3.50	0.58	3.28	0.77	3.29	0.70	Agree
	Cluster Mean/ Standard Deviation	**3.49**	**0.57**	**3.01**	**0.82**	**3.03**	**0.81**	**Agree**

Note: X =Mean; SD = Standard Deviation; N = Number of respondents

The result of data analysis shows that the overall mean rating of the respondents ranges from 2.86 to 3.29 indicating that the respondents agreed on the itemized as the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State. The overall cluster mean of 3.03 further shows that the respondents agreed in all the items. The low standard deviation obtained from data analysis indicates that the respondents have consensus opinion in their responses to the items.

Hypothesis 1

There is no significant difference between the mean rating of experienced and less experienced administrators on the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State.

Table 2: Summary of t-test analysis of mean rating of experienced and less experienced administrators on the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
More Experienced	19	0.741	31	0.450	0.64074	.78726	NS
Less Experienced	14						

The result of t-test analysis in Table 2 shows that the t-value at 0.05 level of significant and 31 degree of freedom for the nine items is 0.741 with a significant value of 0.450. Since the significant value of 0.450 is more than the 0.05 level of significance the null hypothesis is not significant. This means that there is no significant difference on the mean rating of experienced and less experienced administrators on the influence of open school climate (democratic or participatory) in the administration of technical colleges for sustainable skill development in Anambra State.

Research Question 2

What are the influence of closed school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State?

Table 3: Mean ratings and standard deviation of the respondents on the influence of closed school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State

S/N	the influence of closed school climate (exploitive authoritative) in the administration includes;	More Experience N=19		Less Experience N=14		Overall		Decision
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}_G$	SD_G	
10.	It facilitate rigid implement of programme by the TC administrators	3.33	0.85	2.78	1.09	3.15	0.96	Agree
11.	It may induce non-professional practices by teachers	3.44	0.60	3.85	0.36	3.58	0.57	Strongly Agree
12.	It helps in collaborative planning of instructional delivery with other staff	1.48	0.67	1.78	0.42	1.58	0.98	Disagree
13.	It is unresponsive to individual needs of teachers and students	3.50	0.69	3.33	0.73	3.42	0.71	Agree
14.	It has little room for adjustment in certain conditions	3.52	0.61	3.29	0.32	3.41	0.55	Agree
15.	There is increase in rules/regulation rather than goal achievement	3.70	0.50	3.18	0.51	3.44	0.50	Agree
16.	Teachers maintain a single approach to teaching the students as activities are not dynamic	3.54	0.51	3.40	0.47	3.47	0.49	Agree
17.	It encourages closed door policy administration because of exploitive authoritative leadership	3.61	0.59	3.34	0.45	3.48	0.55	Agree
	Cluster Mean/ Standard Deviation	**3.27**	**0.63**	**3.12**	**0.54**	**3.19**	**0.66**	**Agree**

Note: X =Mean; SD = Standard Deviation; N = Number of respondents;

The result of data analysis presented in Table 3 above depicts that the mean ratings of the respondents for item 14 is 3.58 showing that the respondents strongly agree to the items. On the other hand, items 13, 16, 17, 18, 19 and 20 have mean rating ranging from 3.15 to 3.48 showing that the respondents agree to the items as the influence of closed school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State. The respondents also disagree on item 15 with mean rating of 1.58 depicting that they disagree of the influence. The overall cluster mean of 3.19 and standard deviation of 0.66 depicts strongly agree on the itemized. The low standard deviation shows that the respondents have consensus opinion to the items as the influence of closed school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State.

Hypothesis 2

There is no significant difference between the mean rating of experienced and less experienced administrators on the influence of close school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State.

Table 4: Summary of t-test analysis of mean rating of experienced and less experienced administrators on the influence of close school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
More Experienced	19	0.380	31	0.426	0.98148	0.80474	NS
Less Experienced	14						

The result of t-test analysis in Table 4 shows that the t-value at 0.05 level of significant and 31 degree of freedom for eight items is 0.380 with a significant value of 0.426. Since the significant value of 0.426 is more than the 0.05 level of significant, the null hypothesis is not significant. This means that there is no significant difference with respect to the items on the mean rating of experienced and less experienced administrators on the influence of close school climate (exploitive authoritative) in the administration of technical colleges for sustainable skill development in Anambra State.

Research Questions 4

What are the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State?

Table 5: Mean rating and standard deviation on the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State

S/N	influence of paternal school climate (autocratic) in the administration of technical colleges includes	More Experience N=19		Less Experience N=14		Overall		Decision
		X_1	SD_1	X_2	SD_2	X_G	SD_G	
18.	Principals insist on initiating all leadership action in the school himself	3.75	0.50	3.08	0.81	3.10	0.81	Agree
19.	Administrators focus on objective instead of openness or closeness of administrative actions	3.20	0.93	3.24	0.68	3.24	0.68	Agree
20.	Professionalism is practiced without sympathy in the administration	3.29	0.91	3.19	0.66	3.19	0.67	Agree
21.	Less attention is given to ideas/initiatives from teachers in improving performance	3.25	0.95	3.09	0.60	3.10	0.61	Agree
22.	It is autocratic in it administrative style in learning in TC in skill training activities	3.08	0.87	3.05	0.78	3.05	0.78	Agree
23.	It reduces cooperation among staff in TCs which discourage their performance	3.00	0.81	2.95	0.78	2.95	0.78	Agree
24.	Staff members await directives from the administrator before implementation take places in TCs	3.02	0.86	3.19	0.66	3.19	0.66	Agree
	Grand Mean/ Standard Deviation	**3.23**	**0.83**	**3.11**	**0.71**	**3.12**	**0.71**	**Agree**

The result presented in Table 5 depicts that the respondents overall mean rating of the seven items ranges from 2.95 to 3.24 which shows that the itemized are the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State. The overall cluster mean of 3.12 further indicated that the respondents totally agreed to the items as the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill

development. The low standard deviation of 0.71 shows that the respondents' responses do no differ remarkably.

Hypothesis 3

There is no significant difference between the mean rating of experienced and less experienced administrators on the influence of paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State.

Table 6: Summary of t-test analysis of mean rating of experienced and less experienced administrators on the influence of close paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State

Variables	N	t	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
More Experienced	19	0.297	31	0.619	0.78178	0.90358	NS
Less Experienced	14						

The result of t-test analysis in Table 6 shows that the t-value at 0.05 level of significant and 31 degree of freedom for eight items is 0.297 with a significant value of 0.619. Since the significant value of 0.619 is more than the 0.05 level of significant, the null hypothesis is not significant. This means that there is no significant difference with respect to the items on the mean rating of experienced and less experienced administrators on the influence of close paternal school climate (autocratic) in the administration of technical colleges for sustainable skill development in Anambra State.

DISCUSSION OF FINDINGS

The findings of the study were discussed based on the research question and null hypothesis that guided the study. The findings made according to research question one showed that open school climate influences the administration technical colleges for sustainable skill development in Anambra State. The study found that open school organizational climate influence administration of TCs in collaborative planning of instructional delivery with the other staff, facilitating team work on the achievement of objective, assisting teachers and students to device their approaches towards goal achievement, increase participatory administration of technical programme from staff, ensures proper professional conducts and behaviour of staff and administrators, gives room for improve interpersonal relationship of teachers, administrators and students, ensures easy implementation of policy policies of skill acquisition strictly by staff and among others. The findings on influence of open school organizational climate in TCs revealed that sustainable skill development administration could be achieved by adopting open school climate as it participatory, not obstructive and instructive decision and policy making and implementation of skill acquisition for sustainable youth employability. The findings of the study were supported by Konold, Cornell, Jia and Malone (2018) that in open school climates principal strives to integrate personal (staff and students) needs with school goals. The authors further indicated that job satisfaction understandingly exists among the teachers, while the leadership gestures on the principals are not just appropriated but re-enforced and there is commitment to assigned responsibilities. This showed that the findings of the study were the influence of open school climate (autocratic) in the administration of technical colleges for sustainable skill development. The result further showed that there was no significant difference on the mean rating of experienced and less experienced administrators on the influence of open school climate in the administration of technical colleges for sustainable skill development in Anambra State. The indication was that experience of the administrators does not influence the result of the study.

Moreover, the result of data analysis on research question two showed that closed school climate (exploitive authoritative) influence the administration of technical colleges for sustainable skill development. Among the influences were that closed school climate (exploitive authoritative), facilitate rigid implementation of programmes by the TC administrators, induce non-professional practices in the teachers, unresponsive to individual needs of teachers and students, little room for adjustment in certain conditions, increases rules/regulation rather than goal achievement and teachers maintain a single approach to teaching the students as activities are not dynamic. The findings also depicted close school climate that does not help in collaborative planning of instructional delivery with other staff and based on closed door policy administration because of exploitive authoritative leadership. The implication of the findings was that close school climate centers on rules/regulation rather than goal achievement and teachers maintain a single approach to teaching the students as activities are not dynamic. This type of school climate may not encourage innovations and creativity from the teachers and students as interaction outside the rules may not be acceptable. The is in agreement with Okoye (2012) the principal operating close school climate lacks vision, focus and drives towards school goals, yet his expectation of members and organizational productivity is very high. The author indicated that the teachers use rule and regulation enforcing the achievement of objectives from the subordinates. The findings of the

study were not affected by the experience of the TC administrators. Hence, there was no significant difference on the mean rating of experienced and less experienced administrators on the influence of close school climate in the administration of technical colleges for sustainable skill development in Anambra State.

Furthermore, the findings of the study on research question three indicated that paternal school climate (autocratic) influence the administration of technical colleges for sustainable skill development in Anambra State. Based on the findings, paternal school climate (autocratic) influence TCs administration as principals insist on initiating all leadership action in the school himself, focus on objective instead of openness or closeness of administrative actions, practiced professionalism without sympathy in the administration, less attention is given to ideas/initiatives from teachers in improving performance and autocratic in administrative style in learning in skill training activities. Also, the findings of the study indicated that paternal school climate (autocratic) reduces cooperation among staff in TCs which discourage their performance and that staff members await directives from the administrator before implementation take places in TCs. The implication of the findings was that paternal school climate uses autocratic means in initiating leadership actions with less attention is given to ideas/initiatives from teachers and students. The findings were in line with Wang and Degol (2016) ndicated that autocratic school climate (paternal) impact on cognitive, behavioural and psychological development of the students as the administrative atmosphere are based on regulations and principals instructive know-it-all. In the support of above, Kieti, Mulwa and Maithya (2017) pointed that administrative practices influence school climate and students learning. The findings on the null hypothesis tested depicts that there was no significant difference on the mean rating of experienced and less experienced administrators on the influence of paternal school climate in the administration of technical colleges for sustainable skill development in Anambra State. This showed that the experience of the administrators had no interference on the influence of paternal school climate in the administration of technical colleges for sustainable skill development.

CONCLUSION

Based on the findings and discussions of the study, information has been gathered on the influence of school climate in the administration of technical colleges for sustainable skill development in Anambra State. The findings showed that technical college administrators adopt open school climate and the three types of school climates influences that administration of TCs for sustainable skill development. School climate has a profound effect on students' lives. A properly managed positive school climate will facilitate the skill development of technical colleges while a negative climate will hinder the training and other negative issues. This therefore implies that skill development and academic performance are dependent on the TC administrative ability to adopt a school climate that will support learning and practices. Thus a conclusion can be made to the effect that school climate instituted by an administrator is highly connected to the quality of skill development and relationship among the staff and students.

Based on this, effort needs to be made by the technical college administrators on the school climate they practice to increase relationship throughout the school community. While open climate may seen to be participatory, paternal make every staff and students to work according to the rule and regulations guiding the relationship and professionalism in the schools. The study therefore conclude that school climate influences the administration of technical colleges for skill development and effort should be made in selection of open, close or paternal to enhance learning.

RECOMMENDATIONS

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

1. Technical college administrators should adopt and implement a healthy climate for sustainability of skill development programmes in their schools.
2. Administrators and teachers should be retrained from time to time on the safe school climate it impact in maintaining discipline among staff and students.
3. Open school climate should be implemented as it adopts collaborative team work and participatory in leadership decision making and goal attainment.

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