

Original Research Article

School Climate Variables and Counsellors Effectiveness in Public Secondary Schools in Enugu State

Ene, Ndirika Harriet (PhD)^{1*}

¹Guidance and Counselling Department, Faculty of Education, Enugu State University of Science and Technology, Agbani, Enugu State, Nigeria

Article History

Received: 14.07.2026

Accepted: 08.09.2026

Published: 30.09.2026

Journal homepage:

<https://www.easpublisher.com>

Quick Response Code



Abstract: The purpose of the study is to determine school climate variables and counsellors' effectiveness in public secondary schools in Enugu State. Two research questions guided the study and two null hypotheses were tested at .05 level of significance. Descriptive survey research design was adopted for the study. The entire population of 301 secondary school Guidance counsellors and teacher counsellors in the public secondary schools in Enugu State was used for the study. No sampling was done in the study. A structured questionnaire was used for data collection. The instrument was validated by three experts. The validators' comments were used to draft the final instrument that was used for data collection. The researcher used Cronbach Alpha reliability estimate to determine the internal consistency of the instrument. The overall reliability index stood at .86 indicating that the instrument is highly reliable and suitable for the study. The researcher administered the instrument directly to the 301 respondents using six research assistants. Out of the 301 copies of the instrument administered, only 287 copies were correctly filled and returned, 14 copies were not returned. The data collected were analyzed using mean and standard deviation to answer the six research questions, while the null hypotheses were tested using t-test statistic at .05 level of significance. From the results, it was found that autonomous school climate and counsellors' effectiveness in public secondary schools in Enugu State were to a great extent, while controlled school climate were to a little extent with counsellors' effectiveness in public secondary schools in Enugu State. This is supported by the fact that there is no significant difference between the mean scores of guidance counsellors and teacher counsellors on the extent of controlled school climate, paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State. Based on the findings of the study the researcher recommended among others that: Efforts should be made by the stakeholders and Ministry of Education to monitor and ensure the adoption of open and autonomous school climate in various public secondary schools in Enugu State.

Keywords: School Climate, Controlled School Climate, Paternal School Climate Counsellors, Effectiveness, Public Secondary Schools.

Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Schools are regarded as constituting a very important arena for education among children and young persons. Apparently factual, objective and unquestionable potentials of schools are often put forward, such as the ability to reach young persons on a large scale (Hansen, 2019). Schools according to Ugwu (2017) are places where good health promotion begins, starting in kindergarten and continuing through secondary school. The secondary education occupy an

important place in the Nigeria education system, it serve as a link between the primary and tertiary level of education, and because of its central position, it's program have functional roles such as giving students access to higher education as well as preparing them for work. Ibe (2016) asserted that secondary education provides avenue for interaction among human beings with divergent needs, interest and motives. The Federal Republic of Nigeria (2013) defined secondary school education as the education the child receives after primary education and before the tertiary stage.

*Corresponding Author: Ene, Ndirika Harriet (PhD)

Guidance and Counselling Department, Faculty of Education, Enugu State University of Science and Technology, Agbani, Enugu State, Nigeria

According to the National Policy on Education the goals of secondary education are to; provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background offer diversified curriculum to cater for the differences in talents, opportunities and future.

Provide trained manpower in the applied science, technology and commerce at sub professional grades develop and promote Nigerian language, art and culture in the context of worlds cultural heritage inspire studies with a desire for self-improvement and achievement of excellence foster national unity with a desire for self-improvement and achievement of excellence foster national unity with an emphasis on the common ties that unite us in our diversity raise a generation of people who can think for themselves, respect the dignity of labour, appreciate those specified under our broad national goals and live as good citizens, and provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development. (*FRN, 2013*).

The knowledge, skills, value and traits which a child acquires at the secondary education stage will complement those acquired at the primary level and when these are combined will prepare the child for tertiary education. Students at this level of education predominantly fall between the ages of eleven to eighteen (Okobia & Ohen, 2020). Okobia and Ohen further stated that, the period is described as the adolescent period which has been christened by some psychologists as a period of storm and stress and many changes occur in the life of the individual which if not checked, may result in mal-adaptive behaviours (Nwachukwu, 2022). In spite of the role of the secondary education, Ajayi (2017), and Omoregie (2018), reported that secondary education is riddled with crises of various dimensions which include adolescents' behavioural issues, and school climatic condition among others. Aleke (2019), posited that the goals of secondary education cannot be achieved amidst school climatic condition. The behaviour and activities of the adolescents as students in the secondary school system is instrumental to the achievement of the school goals, thus study on school climate as a predictor of counsellor productivity in secondary schools in Enugu State is imperatively indispensable. Based on the above, every secondary school in Nigeria is expected to have established a functional counselling office with trained counsellor to implement the counselling services and programmes.

Counselling is a learning process in which individuals learn about themselves, their interpersonal relationships and behaviour that advance their personal development. The American Counselling Association (2018), defined counselling as a collaborative effort between the counsellor and the client with a goal of helping the client identify potential solution to problems

which cause emotional turmoil, strengthen self-esteem and promote behaviour change and optimal mental health. In the same vein, Onah (2018) perceived counselling as a helping approach that highlights the emotional and intellectual experience of a client; a client's feeling and what they think about the problem they have sought help for. Nweke (2017) referred to counselling as a process which occurs in one-to-one relationship between an individual troubled by problems which he cannot cope with and a professional worker whose training and experience have qualified him to help others reach resolutions to various personal difficulties.

A school guidance counsellor is an educator who works in secondary school to provide academic, career, university education readiness and personal/social competencies to all students (Shehu, 2019). Shehu further stated that school guidance counsellor is committed to providing quality educational services to enhance the education opportunities for every young person within primary, secondary and special schools. According to Ezebuio (2021), some of the guidance counsellors in secondary schools today are also counsellors who have been assigned to advise students on how to make informed choices about their future in relation to employment, education and training. According to Brendan (2022) guidance counsellors are professionals trained in psychological perspective who typically render numerous tangible services to parents, students, teachers and the public in general. This is to say that guidance counsellors are those that help in academic, social and emotional development of individuals. From the above definitions, it is obvious that guidance counsellors are human capital developers whose jobs are imperative to the development of the students. These guidance counsellors have been trained academically to render the services in school and out of school settings, to help his beneficiaries achieve maximally in spite of all limitations. Chukwunta (2019) posited that the guidance counsellors are professionally trained in the field of counselling to help clients or students who may be in need of such help. Chukwunta further stated that the counsellor manages the client's educational, vocational and personal-social potentials in a way that the individual becomes useful to himself and the society at large.

The purpose of guidance and counselling in school according to Ibe (2021) is to improve academic achievement, foster positive study attitudes and habits, increase acquisition and application of conflict resolution skills, and decrease school dropout. Ibe further stated that the task of educational guidance and counselling is to enable a student to adjust himself to his studies by improving his study attitude and removing subject matter difficulties. Chukwunta (2021) stated that the aims of guidance and counselling services are similar to the purposes of education in general to assist the students in fulfilling their basic physiological needs, understand themselves and accept their efforts in developing associations with peers, balancing between

permissiveness and control in the educational setting, realizing successful achievement and providing opportunities to gain independence. The above assertions point towards the direction of counsellors' effectiveness as an indispensable factor in the secondary school system.

Generally, effectiveness would mean the degree to which something is successful in producing a desired result. In the education sector especially for guidance counsellors effectiveness, one would mean better performance from the guidance counsellor leading to school leavers or graduates who are morally, spiritually, physically and mentally able to fit into the society as well as the labour market (Babalola, 2019). Guidance counsellors' effectiveness refers to the ability to bring about high and consistent learning gains in students taught across courses or subject areas irrespective of terms or school years. Boma (2021) saw guidance counsellors' effectiveness as working efficiently and completing schoolwork in a manageable timeframe. This implies that being effective means not leaving tasks unfinished or to the last minute. According to Kuti (2017) counsellors' effectiveness refers to counsellors' ability to address students' learning needs and unlock their full potentials.

Educators and parents have expressed great concern over the general decline in academic performances and behavioural mal-adjustments among students in secondary schools. There have also been discussions and researches on who takes responsibility for the poor performances and behavioural mal-adjustments among secondary school students. Ugwu (2017) reported that it is unfortunate to note that the effectiveness of counsellors in schools has reportedly declined over the years. It is worthy to note that guidance counsellors represent a crucial human resource, certainly, the solitary main element in the school system, more significant than the quality of tools, equipment, and instructional materials. Aleke (2019) asserted that it appears that guidance counsellors lack conducive school climate needed for effective job performance. Boma (2021) noted that no matter how good education program and counsellors' commitment and competence are, without a favourable and conducive school climate, the guidance counsellors may not be able to give their best to the system. Series of researches (Pianta, Steinberg, & Rollins, 2019; Hamre & Pianta, 2021) noted that good school climate enhances students to learn and motivate guidance counsellors to work. In the same view, Ghaith (2020) asserted that a conducive school climate promotes cooperative learning, group discussion, respect, and mutual trust, hence the need to explore school climate as a predicator to guidance counsellors' effectiveness in secondary schools in Enugu State.

School climate represents the reputation of a school which includes the values, norms, expectations, interactions and relationship perceived by the school

members. According to Brookshire (2016) school climate is the pattern of people's experience of school life that reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures. Nwangwu (2017) defined school climate as status of human relationships within the operational environment of an educational institution. Nwangwu (2017) added that school climate is the impression of benefits and expectations held by members of the school community about their school as a learning environment, their associated behaviour, and the symbols and instructions that present the pattern expressions of behaviour. To Cohen (2018) school climate is the quality and character of school life. It is the unwritten personality and atmosphere of a school, including its norms, values, and expectations. School climate is a relatively enduring character of a school that is experienced by its participants and the school. Adejumbi and Ojikutu (2019) viewed school climate as the perception of the situation in which school personnel carry out their day to day activities. Abiodun and Olayemi (2020) asserted that school climate is the presence of an atmosphere of conscious commitment to enhance well-being, academic performance, and total development of students. It includes the explicit mission and policies expected to create good positive relationship attitudes or dispositions and perceptions. Furthermore, it entails internal characteristics that distinguish a school from another and influences the behaviours of people in it. Omemu (2019) reported that school climate refers to the intangibles that can affect the feelings and attitude of the students, staff, and parents and it comprises the physical and psychological aspects of a school that proved the environment necessary for teaching and learning to take place. In the context of this study school climate refers to the quality and character of school life, which is perceived through behaviour and focuses not on the content of the organizational life, but the process. Peretomode (2015) and Nwangwu (2017) posited that there are six types of school climates which include: open, autonomous, controlled, familiar, paternal and closed school climate. Similarly, Udoka (2016) noted that school climate can be opened, closed, controlled, paternal, familiar, or autonomous climate. Udoka shared almost the same view with Nwangwu in terms of different school climate that exist.

Controlled School Climate and Counsellors Effectiveness

Controlled school climate is a school environment where the principal is highly domineering and highly not considerate but lay emphasis on productivity. Guidance counsellors' problems and challenges are given little attention. It is an atmosphere of laborious work at the expense of social life. In controlled climate the emphasis is mostly on hard work. Principals dominate all school activities, emphasizes more on school objectives with little attention to consideration and satisfaction of individuals' personal and social needs (Olibie, Uzoechina & Ezeugbor, 2016).

Aleke, (2019) posited that guidance counsellors and teachers are expected to get work done and they are expected to be told personally just how to do it.

More so, there are a few genuine, warm relations among staff members but social isolation is common, while job satisfaction is not from satisfaction of social needs but from task accomplishment. The principal is more result oriented, shows bossism and has low human qualities and gives little love, warmth or sympathy to his staff which affects the guidance counsellors' job effectiveness. Study by Olibie, Uzoechina & Ezeugbor (2016) revealed that controlled school climate influence guidance counsellors' effectiveness. On the contrary findings by Olayemi (2016), indicated that there was no significant relationship between guidance counsellors' effectiveness and school climate. This gap in knowledge is what this study is set to fill. Next to the controlled school climate and counsellors' effectiveness in secondary schools is the paternal school climate.

Paternal School Climate and Counsellors Effectiveness

Paternal school climate is a school environment where teachers are not overburdened with work, but there is lack of mutual understanding in the system. Udoka (2016) posited that paternal school climate refers to a climate where the principal is very hardworking, but has no outcome on the school members. The principal discourages the emergence of leadership acts from the staff members and attempts to solely initiate all leadership himself (Olibie, Uzoechina and Ezeugbor, 2016). Paternal school climate is characterized by ineffective attempts of the principal to control the staff members as well as to satisfy their social needs. In paternal school climate, the principal has an inflated ego and his centre of interest and concern are the school and network of activities therein. Staff members do not work well together; there are factions. Olibie, Uzoechina and Ezeugbor (2016) noted that the principal's inability to control activities of staff members leads to lack of establishment of group maintenance in paternal school climate. A great deal of work is done by the principal, thus the staff have few hindrances. As the principal takes care of things as best as he can, the staff give up trying. Thus staff members do not enjoy friendly relations with each other nor have adequate satisfaction with regard to task accomplishment. As the principal fails to provide an example or an ideal which staff members can emulate, they are not motivated. Research report by Chiazor (2022) indicated that paternal school climate influenced guidance counsellors' effectiveness and job performance. Alongside to the paternal school climate and counsellors' effectiveness in secondary schools is the autonomous school climate.

It should be noted that schools play a very pivotal role in the development of knowledge; most especially guidance counsellors needed skills to develop

into professional and competent individuals. Bron, Combrink, Henning, Perold and Wessels (2019) submitted that efficiency and effectiveness of a school depends on more than provision of academic materials and proper curriculum implementation but also depends on tangible human elements. In recent times, education stakeholders pay cogent attention to counsellors' activities. This does not mean that other aspects of development are not important; but the attention of this study is limited to the aspects of effectiveness of counsellors in respect to the influence of school climate with respect to school guidance counsellors and teacher-counsellor in secondary schools.

There is a significant difference between a school guidance counsellor and a teacher counsellor. This difference in nomenclature, positioned them as the independent variable in this study. According to Egbo (2023) school guidance counsellors is an expert in his area of specialization who has also cultivated skills in helping people understand their situation, clarify their values and make informed decision for which they assume responsibility, while teacher counsellor refers to a teacher who takes on counselling duties to help students with personal difficulties and overall well-being beyond academic instruction. Asogwa (2021) posited that teachers are not trained therapists, and offering emotional support can sometimes feel overwhelming, especially when faced with a student's complex issues. Thus, teacher counsellors are only given counsellors' role to play out of need or their level of experience, while the school guidance counsellors are the professionally trained personal in the field of guidance and counselling. This difference therefore gave raise to the need to ascertain the responses of guidance counsellors and teachers-counsellors effectiveness and school climate variables in public secondary schools in Enugu State.

Observations have shown that some school climates are naturally friendly; others seem exclusively unwelcoming, even unsafe. Therefore, the attitude, norms, feelings, and environmental life of school appear to be a determinant of effectiveness in school activities and counsellors' effectiveness. Students mal-adjusted behavioural pattern have influenced members of the public to believe that standard of Education has fallen. This could be attributed to counsellors' ineptitude which could be seen in counsellors' attitude to work, inability to work with zeal, inability to attend to school functions regularly such as group and individual counselling session among others. The extent to which guidance counsellors in the secondary schools are motivated to work extra hours attending to students and provide solution to students' problems appear to depend largely on the school climate. This researcher is worried that if adequate attention is not paid to the school climate in secondary schools in Enugu State, education delivery might be jeopardized. This is because no meaningful teaching and learning can occur in an environment characterized by rancor and guidance counsellors' poor

effectiveness. In this case, both the counsellors' effectiveness and students' academic performance will continue to be adversely affected. It is against this backdrop that the researcher was motivated to carry out this research on 'school climate variables and counsellors' effectiveness in secondary schools in Enugu State'. This constitutes the gap that this study filled.

Statement of the Problem

Researcher reports have revealed that some counsellors are not punctual and regular to class, instead, they are seen always busy discussing irrelevant issues in the office or staff room not minding that they have clients to attend to; while others do not possess the requisite knowledge, skills, and competencies for practical counselling activities. The counsellor is undoubtedly an important factor for achieving a profitable learning outcome in every school system. Nevertheless, in spite of the growing number of counsellors in Enugu State, counsellors' effectiveness seems not to have satisfactorily improved as expected. The cause of this unsatisfactory state of affairs had been linked to many factors, among which is alleged to be school climate. However, school climate is expected to play significant role in enhancing counsellors' effectiveness. Unfortunately, it seems that counsellors' effectiveness in schools has reportedly declined over the years. This is evident from the visible poor performance of students in both internal and external examinations. Nevertheless, school climate seems to contribute more to counsellors' poor effectiveness than any other factor. It is therefore against this backdrop that the researcher is motivated to ascertain the extent to which school climate predicts counsellors' effectiveness in public secondary schools in Enugu State, hence the problem of this study put in question form is, "to what extent does school climate predict counsellors' effectiveness in public secondary schools in Enugu State?"

Purpose of the Study

The main purpose of the study was to determine school climate variables and counsellors' effectiveness in public secondary schools in Enugu State. Specifically, the study sought to:

1. Ascertain the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State.
2. Determine the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State.

Research Questions

The following research questions guided the study.

1. What is the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State?
2. What is the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State?

Hypotheses

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

H₀₁: There is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State.

H₀₂: There is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State.

METHOD

Descriptive survey research design was utilized for this study. Descriptive survey research design, according to Nworgu (2015), is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location. It involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are (Idoko, 2011). The descriptive survey research design is considered suitable since the study solicited for information from the respondents directly and afforded all the respondents equal chance of being chosen for the study. The population for the study comprised all the 301 secondary school Guidance counsellors and teacher counsellors in the 298 public secondary schools in Enugu State under the control of Post-Primary School Management Board. It was made of 56 Guidance counsellors and 245 teacher counsellors in the public secondary school Guidance counsellors in Enugu State. The entire population of 301 secondary school Guidance counsellors and teacher counsellors in the public secondary schools in Enugu State was used for the study, because the population was manageable. Census sampling was used. A structured questionnaire named "School Climate and Counsellors Effectiveness Questionnaire (SCCEQ), developed by the researcher was used for data collection. The instrument had two sections; A and B. Section A contains the respondents bio- data while section B is divided into two clusters with 20 items, structured to assist the researcher in providing answers to the research questions that guided the study. cluster 1 is on controlled school climate with 9 items, while cluster 2 is on paternal school climate with 11 items. The response format for the instrument was a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE). Each response option had a numerical value assigned to it as follows;

Very Great Extent (VGE) = 4 points

Great Extent (GE) = 3 points

Little Extent (LE) = 2 points

Very Little Extent (VLE) = 1 point

In order to ensure the validity of the instrument, draft copies of the instrument together with the research topic, purpose of the study, research questions, hypotheses, scope of the study and the developed instrument were given to three experts. Two experts were from the Department of Educational Foundations while the other expert was from the Department of Mathematics and Computer Education, all from Faculty of Education, Enugu State University of Science and Technology, Enugu. The experts were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 18 generated items were increased to 20 items as suggested by the validators, while double barrel questions and grammatical errors were corrected as well. The validators' comments were used to draft the final instrument that was used for data collection. The researcher conducted a trial test using 20 guidance counsellors from secondary schools in Ebonyi State. The respondents were assured of complete confidentiality of all information they supplied they were allowed to complete the instrument at their own convenience. The responses to the various items of the questionnaire were used in computing its reliability using Cronbach Alpha reliability estimate. The choice for Cronbach Alpha is in line with the assertions of Daniel (2019) that Cronbach Alpha is used when multiple questions are used in a questionnaire. Thus, the researcher used Cronbach Alpha reliability estimate to determine the internal consistency of the instrument. Reliability indices of 82, and 75, were obtained for

clusters 1, and 2, respectively. The overall reliability index stood at .78 indicating that the instrument is highly reliable and suitable for the study. The researcher administered the instrument directly to the 301 respondents using six research assistants. The research assistants were briefed by the researcher on the conduct of the exercise, during which they were acquainted with the purpose of the study and how the questionnaire should be administered and collected. Appointments were booked with the respondents for collection at a later day for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of the 301 copies of the instrument administered, only 287 copies were correctly filled and returned, 14 copies were not returned. Signifying 95.35 percentage return rate. The data collected were analyzed using mean and standard deviation to answer the research questions, while the null hypotheses were tested using t-test statistics at .05 level of significance. For the decision rule, all the items with mean score of 2.50 and above was regarded as great extent while those with mean score below 2.50 were regarded as little extent. For the hypotheses, if the t-calculated at .05 level of significance was less than t-value or critical value of the t-test, the null hypotheses were not rejected, but if otherwise the null hypotheses were rejected.

RESULTS

Research Question 1: What is the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State?

Table 1: Mean and Standard Deviation on the Extent of Controlled School Climate Serves and Counsellors' Effectiveness in Public Secondary Schools in Enugu State

S/N	Extent of controlled school climate and counsellors' effectiveness in secondary schools include;	Guidance counsellors (55)			Teacher counsellors (232)			Overall (287)		
		Mean	SD	Dec	Mean	SD	Dec	Mean	SD	Dec
1	high emphasis on counsellors' productivity	1.75	1.21	LE	1.78	1.19	LE	1.77	1.19	LE
2	principals' dominating all school activities,	1.47	1.09	LE	1.56	1.13	LE	1.54	1.12	LE
3	poor attention to counsellors' challenges	1.69	1.26	LE	1.69	1.22	LE	1.69	1.23	LE
4	restricted social activities in school	1.51	1.00	LE	1.57	1.03	LE	1.56	1.02	LE
5	more emphasizes on school objective	1.65	1.22	LE	1.68	1.20	LE	1.68	1.20	LE
6	poor relationship among staff members	1.75	1.29	LE	1.81	1.30	LE	1.80	1.30	LE
7	little attention to individuals' personal needs	1.29	0.76	LE	1.42	0.94	LE	1.39	0.91	LE
8	restricted relationship between counsellors and students	1.51	1.09	LE	1.55	1.08	LE	1.54	1.08	LE
9	restricted relationship between counsellors and teachers	1.80	1.25	LE	1.78	1.23	LE	1.78	1.24	LE
	WEIGHTED AVERAGE	1.60	0.73	LE	1.65	0.76	LE	1.64	0.72	LE

Table 1 shows the results obtained from the counsellors on the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State. The Table shows that school counsellors had mean scores ranging from 1.29 to 1.80,

while teacher counsellors had mean scores that ranged from 1.42 to 1.81. The respondents had cluster means of 1.60 and 1.65, with corresponding standard deviations of .73 and .76 respectively. Overall, the mean scores of the respondents ranged from 1.39 to 1.80, with a cluster

mean of 1.64 and a standard deviation of .72. The close range of the standard deviations scores suggests that the respondents exhibited uniformity in their responses. The results show that controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State are to a little extent.

H₀₁: There is no significant difference in the mean scores of school counsellors and teacher counsellors on the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State.

Table 2: Mean, SD and t-test Analysis of the Respondents on the Extent of Controlled School Climate and Counsellors' Effectiveness in Public Secondary Schools in Enugu State

Counsellors Status	N	Mean	SD	df	t-value	Sig. (2tailed)	Decision
School Counsellors	55	1.60	.73	285	-.521	.603	NS
Teacher Counsellors	232	1.65	.78				

Table 2 shows that there is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State. With school counsellors ($x = 1.60$, $SD = 0.73$) and teacher counsellors' counterpart ($x = 1.65$, $SD = 0.76$), $t(285) = -.521$, $P = .603$ ($P > 0.05$). Thus, the null hypothesis was not rejected. Thus, there is no significant difference between

the mean scores of guidance counsellors and teacher counsellors on the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State.

Research Question 2: What is the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State?

Table 3: Mean and Standard Deviation on the Extent of Paternal School Climate and Counsellors' Effectiveness in Public Secondary Schools in Enugu State

S/N	Extent of paternal school climate and counsellors' effectiveness include;	Guidance counsellors (55)			Teacher counsellors (232)			Overall (287)		
		Mean	SD	Dec	Mean	SD	Dec	Mean	SD	Dec
10	lack of mutual understanding	1.44	1.03	LE	1.47	1.05	LE	1.46	1.04	LE
11	poor involvement of counsellors in decision making	1.73	1.24	LE	1.72	1.23	LE	1.72	1.23	LE
12	poor satisfaction of counsellors' social needs	1.98	1.27	LE	1.97	1.26	LE	1.97	1.26	LE
13	poor motivation of counselors	1.64	1.19	LE	1.64	1.18	LE	1.64	1.18	LE
14	principal's inability to control activities of counselors	1.69	1.26	LE	1.76	1.27	LE	1.75	1.27	LE
15	limited workload on counselors	1.91	1.31	LE	1.90	1.29	LE	1.90	1.29	LE
16	inadequate satisfaction with regard to task accomplishment	1.71	1.26	LE	1.71	1.24	LE	1.71	1.24	LE
17	principals' poor control on counsellors' performance	1.55	1.14	LE	1.66	1.22	LE	1.64	1.20	LE
18	lack of delegation of duties	1.47	1.09	LE	1.60	1.19	LE	1.58	1.17	LE
19	disregard for team work	1.51	1.10	LE	1.59	1.14	LE	1.57	1.13	LE
20	unfriendly relationship among counselors	1.47	0.92	LE	1.49	0.93	LE	1.48	0.93	LE
	WEIGHTED AVERAGE	1.65	1.12	LE	1.68	1.15	LE	1.67	1.20	LE

Table 3 shows the results obtained from the counsellors' on the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State. The Table shows that guidance counsellors had mean scores ranging from 1.44 to 1.98, while teacher counsellors had mean scores that ranged from 1.47 to 1.97. The respondents had cluster means of 1.65 and 1.68, with corresponding standard deviations of 1.12 and 1.15 respectively. Overall, the mean scores of the respondents ranged from 1.46 to 1.90, with a cluster

mean of 1.67 and a standard deviation of 1.20. The close range of the standard deviations scores suggests that the respondents exhibited uniformity in their responses. The results show that paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State are to a little extent.

H₀₂: There is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State.

Table 4: Mean, SD and t-test Analysis of the Respondents on the Extent of Paternal School Climate and Counsellors' Effectiveness in Public Secondary Schools in Enugu State

Counsellors' Status	N	Mean	SD	df	t-value	Sig. (2tailed)	Decision
School counselors	55	1.65	1.12	285	-.387	.692	NS
Teacher counselors	232	1.68	1.15				

Table 4 shows that there is no significant difference in the mean scores of guidance counsellors and teacher counsellors on the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State. With school counsellors ($x = 1.65$, $SD = 1.12$ and teacher counsellors' counterpart ($x = 1.68$, $SD = 1.15$), $t(285) = -.387$, $P = .692$ ($P > 0.05$). Therefore, the null hypothesis was not rejected. Thus, there is no significant difference between the mean scores of guidance counsellors and teacher guidance counsellors on the extent of paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State.

DISCUSSION OF FINDINGS

Extent of Controlled School Climate and Counsellors' Effectiveness in Public Secondary Schools in Enugu State

Controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State are to a little extent. Similarly, there is no significant difference between the mean scores of guidance counsellors and teacher counsellors on the extent of controlled school climate and counsellors' effectiveness in public secondary schools in Enugu State. *These findings disagreed with the study by Olibie, Uzochina & Eziuzor (2015)* which revealed that controlled school climate influence guidance counsellors' effectiveness. On the contrary findings by Olayemi (2016), indicated that there was no significant relationship between guidance counsellors' effectiveness and school climate. Being that controlled school climate the principal is more result oriented, shows bossism and has low human qualities and gives little love, warmth or sympathy to his staff which affects the guidance counsellors job effectiveness. Therefore, for effectiveness of school counsellors in public secondary schools in Enugu State, controlled school climate should be discouraged.

Extent of Paternal School Climate and Counsellors' Effectiveness in Public Secondary Schools in Enugu State

The finding revealed that paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State are to a little extent. The finding shows that little extent of relationship between paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State. The finding is not in consonance with the report by Chiazor (2022) who indicated that paternal school climate influenced guidance counsellors' effectiveness and job performance. It is noted that paternal school climate is a school environment where guidance

counsellors are not overburdened with work, but there is lack of mutual understanding in the system. This lack of mutual understanding is capable of creating an unhealthy environment for the school counsellors ineffectiveness, therefore paternal school climate should be discouraged in public secondary schools in Enugu State.

The comparison of the guidance counsellors and teacher counsellors revealed that there is no significant difference between the mean scores of guidance counsellors and teacher guidance counsellors on the extent of which paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State.

CONCLUSION

From the discussion of the findings, it was concluded that controlled school climate, paternal school climate are on little extent with counsellors' effectiveness in public secondary schools in Enugu State. This is supported by the fact that there is no significant difference between the mean scores of guidance counsellors and teacher counsellors on the extent of controlled school climate, paternal school climate and counsellors' effectiveness in public secondary schools in Enugu State.

Educational Implications of the Findings

The findings of this study hold implications for schools authorities, teachers and students.

The study holds implication for the school authorities and administrators of secondary school on the type of type and nature of school climate with they create with the public secondary school system. This is because the school climate employed by the administrator determines to some extent the work output of the staff member. The findings of this study thus provides guide to the school authorities on the best school climate to be adopted in school environment at each given situation.

The findings of this study hold an implication for school guidance counsellors and teachers whom are saddled with the responsibility of assisting the students with educational, vocational and personal social problems. The educational implication of this study, therefore, provides the school counsellors and teachers with better knowledge of the various types of school climates bearing in mind that they have significant role to play in achieving the goals and objectives of the secondary school system.

The findings of this study hold implication for the Ministry of Education and other stake holders in education. Being that there is an indication that monitoring of the secondary school climate is not given appropriate attention. The finding of this study shall instigate the Ministry of Education into positive actions necessary to ensure a good school climate which enhances counsellors effectiveness in secondary schools in Enugu State.

Recommendations

Based on the findings of the study the following recommendations were made.

1. Controlled school climate should not be adopted by school authorities in secondary schools in Enugu State.
2. Paternal school climate should not be adopted by school authorities in secondary schools in Enugu State.
3. Efforts should be made by the stakeholders and Ministry of Education to monitor and ensure the adoption of open and autonomous school climate in various public secondary schools in Enugu State.

REFERENCES

- Abiodun, O., & Olayemi, J. (2020). School climate as determinant of teachers' performance in Ekiti State secondary school. *Afr J Educ* 2020;13:85-93
- Adejumobi, F., & Ojikutu, R. (2019). School climate and teacher job performance in Lagos state Nigeria. *Discourse Journal of Educational Research*. 1(12), .26-36. Retrieved from <http://www.resjournals.org/IJER>
- Ajayi, K. I. (2017) Relationships between school climate, teacher self-efficacy, Andteacher beliefs (unpublished dissertation of Liberty University, Lynchburg, Virginia) *Post Primary School Service Commission PPSSC; Awka. March, 2019*
- Aleke, C.C (2019). Role of guidance counsellors in maintaining disciples in Secondary schools in Enugu East Local Government Area. *Unpublished Guidance and Counselling Departmental undergraduate project ESUT.*
- American Counselling Association,(2018). Concept of counselling <https://www.counselling.org>. Retrieved 26/2/2025.
- Asogwa, S. C (2021). Counselling strategies for curbing sex abuse in universities in Enugu State. *Unpublished Dissertation ESUT.*
- Babalola, (2019). *Education that can Raise Productivity in Nigeria*. Ilorin: Faculty of Education Lecture, University of Ilorin.
- Boma, B. (2021) Work Environment and Academic Staff Job Performance in South-West Nigeria Universities. *Unpublished Ph.D Thesis. Ekiti State, Nigeria: University of Ado Ekiti;*
- Brendan, I.O. (2022). *Some aspects of school management in Nigeria*. Ibadan and Lagos Educational Industries Limited.
- Bron, A., Combrink, J. Henning, S., Pelsers, S., Perold, J., & Wessels, S. (2019). Exploring the Culture of Teaching and Learning: *Education & Urban Societies*, 36 (4), 428-456
- Brookshire, A.N. (2016). The impact of school uniform on school climate. Published Doctoral degree Alden University. Retrieved from <Http://www.sholarworks.waldenu.edu>
- Chiazor, K. (2022). *Realising Teachers Mandate on Education for Society Development: New Directions in the Production and Retention of an Effective Teaching force*. In D.F. Elaturoti and Kola Babarinde (Eds) Teacher Mandate on Education and Social Development in Nigeria. Stirling-Horden Publishers (Nig) Ltd.
- Chukwunta, C. O. (2019). Academic Performance – The Impact of Motivation on Teacher and Students. *International Journal of Social Sciences and Education. Doublelist Publication*. 45, 83-93.
- Cohen, J. (2018). *Assessing school climate*. Educ Digest;74:45.
- Daniel, L.G. (2029). Research methods in Education. *Journal of Educational Research*, 3(2),45-58.
- Egbo, C. E., (2023). Guidance and counselling strategies for curbing examination malpractices among secondary school students. *African Journal of Educational Foundations (1)* 226-234.
- Ezebiuro, A. (2021). Impact of school climate on students' academic achievement in Bahir Dar secondary schools, Ethiopia. *Education Research Journal*, 4(2) 28-36. Retrieved from <http://www.resjournals.com/>
- Ezebiuro, T. T. (2017). Role of guidance counsellors in enhancing secondary education administration. *Journal of Educational Research*, 1(2), 19-30.
- Ezike, E.R (2022) Nature of secondary school education in Nigeria. www.researchgate.com
- Federal Republic of Nigeria (2013). National Policy on Education. Abuja: NERDC.
- Ghaith, G. (2020). The relationship between forms of instruction, achievement and perceptions of classroom climate. *Educational Research*, 45, 83-93.
- Hamre, B.K., & Pianta, R.C. (2021). Early teacher-child relation-ships and the trajectory of children's school outcomes through eighth-grade. *Child Development*, 72(2), 625-638
- Hansen, A. (2019). *The relationship between job satisfaction and job performance among employees in trade winds group companies Malaysia*; Open University Malaysia.
- Ibe, E.C (2021). Effects of self-regulated learning strategy on secondary school students in social studies. *Unpublished MSc dissertation, Faculty of Education ESUT.*

- Idoko, C.E. (2011). *Research in education and social sciences (Practitioners companion)* Enugu Nigeria; Our Saviour Press Limited.
- Kuti, I. C. (2017). Conceptualizing employee silence and employee voice as multidimensional constructs. *Journal of Management Studies* 40(6)1359-1392
- Nwachukwu, F.(2022). The Study of relationship between women teachers' career barriers and organizational silence: Viewpoint of women and men teachers. Retrieved from www.ejournal.com.DOI: 10.13187/EJCED.2017.3.542
- Nwangwu, C. (2017). *School climate and educational management*. Lagos, Amfitop Books.
- Nweke, A. N.(2017). Review of organizational silence factors. *Journal of Scientific Research and Development*, 2(1), 178-181. Retrieved from <http://www.jsrad.org>
- Nworgu, B.G (2015). *Educational research: Basic issues and methodology*. Ibadan: Wisdom Publishers Limited.
- Okobia, J.B. & Ohen, P.K. (2020). *Measuring teacher's productivity and primary school quality*. An evaluation of concept and issue. In E.O.
- Okolo, L. I. (2023). School health education programmes in secondary schools in Enugu State. *Journal of Educational Research*, 102(2), 20-41.
- Olayemi, T. O. (2016). Organizational climate and teachers' job performance in primary schools in Ondo State, Nigeria: an analytical survey. *Asian Journal of Information Technology* 7 (4) 138 – 145.
- Olibie, E., Uzoechina, G. & Ezeugbor, G. (2016). Organizational climate types prevailing in public and private secondary schools in Delta North Senatorial Zone of Delta State Nigeria. *International Journal of Educational Policy Research and Review*, 2, 47-51. doi.org/10.15739/IJEPRR.011
- Omemu, F.(2019).School climate and student academic achievement in Edo State public Secondary schools. *Int J Sci Res Educ* 2019;11:175-86
- Omoregie, C. (2018). Extent of counsellors' effectiveness in post primary institutions in Enugu State. *Studies in Educational Planning and Administration (SEPAA) Journal* (1)2 53 – 59.
- Onah, S.(2018). Study on relationship between organizational silence and commitment in Iran.*World Applied Sciences Journal*, 117 (10), 1271-1277.
- Peretomode, V.F. (2015). *Educational administration applied concepts and theoretical perspectives for students and practitioners*. Lagos: Joja Educational Research and Publisher Ltd.
- Pianta, R.C., Steinberg, M., & Rollins, K. (2019). The first two years of school: teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology*, 7, 295-312
- Shehu, P. (2019). "The dilemma of the Nigerian teacher" *The Fountain*, Vol. 20 (14) pp. 14 - 16.
- Udoka D.C. (2016). Counselling needs of secondary school students in Nkanu West Local Government Area of Enugu State. *Unpublished undergraduate project ESUT*.
- Ugwu, R. (2017). The role of person versus situation in life satisfaction: A critical examination. *Psychological Bulletin*, 130, 574-600.

Cite This Article: Ene, N. H. (2026). School Climate Variables and Counsellors Effectiveness in Public Secondary Schools in Enugu State. *East African Scholars J Edu Humanit Lit*, 9(9), 618-627. <https://doi.org/10.36349/easjehl.2026.v09i09.010>
