



AL-HIKMAH JOURNAL OF EDUCATION

VOLUME 4 NO. 1 JUNE, 2017



AL-HIKMAH JOURNAL OF EDUCATION

VOL. 4 NO. 1 JUNE, 2017

ISSN: 2384-7662

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MANAGERIAL BEHAVIOUR: A DETERMINANT TO EFFECTIVE SCHOOL CLIMATE IN NIGERIA

N J. K. ABDULLAHI & M. M. RABIAT

Abstract

This study investigated managerial behaviour as a determinant to effective school climate in Nigeria. To achieve this, two hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire entitled "Managerial Behaviour and School Climate Questionnaire" (MBSCQ) was used to collect information for the study. The data collected were analyzed using Pearson Product Moment Correlation statistic. All hypotheses was tested at 0.05 level of significance. The results revealed that there was a significant relationship between principals' coordination of teachers, principals' staffing of teachers and school climate in senior secondary schools in Nigeria. It was recommended that principals should continue to maintain effective coordination of teachers by ensuring that interrelated tasks are being performed as it, gives consideration to teachers before taking decision, consulting different department before effecting change as well as controlling the structures in order to achieve effective school climate and also principals should also continue to ensure appropriate staffing of teachers by identifying and selecting the most qualified individual for the right position as well as develop and orientate staff towards the achievement of educational goal in order to ensure effective school climate in senior secondary schools in Nigeria.

Keywords: *Managerial behaviour, Coordination, Staffing, School climate, Nigeria*

INTRODUCTION

Managerial behaviour implies the way and manners the head of a school or an organization coordinating the activities to be done by the subordinate in order to ensure effective teaching and learning process are conducted under a favourable atmosphere. Also, to ensure that appropriate staffing of subordinates by putting the right people to teach the right lesson in an educational setting in order to ensure effective teaching and learning towards the achievement of educational goals and objectives. Managerial behaviour determines the organizational climate due to the fact the climate at the top (manager) sets the stage for that in the middle (teachers) which in turn affect the climate at the bottom (students). Hence managerial behaviour affects the work process in any organization which in turn influences the performance, satisfaction and school climate. The efficiency and effectiveness of the principals could be affected by his managerial behaviour as this can provide a gap between his administrative rationale and his personal identity (Durosaro, 1992). Managerial behaviour in this study refers to the principal ways and manners in coordinating the teachers as well as staffing the right teachers to do the right job.

School climate refers to a set of properties and structure of the school environment perceived by subordinates who work in the environment and which serve as a major force in influencing their job behaviour. School climate also means the quality and patterns of students, parents, teaching and non-teaching, staff, character of school life in terms of goals, value, norms, interpersonal relationship, staffing, coordinating teaching and learning practice. School climate goes a long way to influence the performance of students either directly or indirectly in terms of their behaviour towards the realization of educational goal.

Coordination is the process of enhancing harmonization by ensuring that different group of workers make use of the same facilities at different time without having problem with one another. That is the process by which teachers are making use of classrooms at different time under the coordination of principal. It is also the process of ensuring that interrelated task being performed in various sub-division and sections of the organization are harmoniously operating in unity. Staffing is one of the devices employed by the managers to ensure efficient and effective system of staff attraction, training, recruitment, mobilization, discipline, motivating and retention. It also implies putting the right people to the right post or position in order to ensure favourable work climate for all staff to perform their duties effectively. Several studies have been carried out in the area of managerial style and school climate. Durosaro (1992) conducted an investigation on influence principals' managerial philosophy on secondary school climate and goal achievement in Kwara State. He found that there is a significant relationship between the managerial philosophy of principal and the type of climate prevailing in the school.

Adel and Zainal (2011) carried out study on principals' leadership style and school climate: teachers' perspective from Malaysia. They identified four aspects of school climate which include affiliation, innovation, professional interest and resource adequacy and found that transformational leadership has an effective on the four aspects of school climate. However, while there appears to be same elements of consensus among the researchers cited, there is still a lot of gap yet to be covered by these scholars. These include looking at managerial behaviour of principals in terms of coordination and staffing of teachers on school climate in Nigeria. Therefore, this study endeavours to fill part of these gaps yet to be covered.

The theoretical frame work of this study was based on McGregor's theory X and Y (1960) which postulated that human nature can be viewed in two dimensions in an organization namely: theory X which stipulated that average person is weak, has an inherent dislike for work and will try to avoid it if possible. Also most human being prefer to be coerced, forced, controlled, directed and threatened with punishment to make work in an organization. However, theory Y posit that an average human beings does not inherently dislike work, exercise self-directive, self-control and ready to contribute their own quota to the development and achievement of organizational goal. Also that average human beings under proper condition learn to accept and seek for responsibility and the degree of commitment to objective depend on the rewards associated with achievement. This theory can be applicable in the educational organization in that if principal assume that people are resistant to school rules, regulation and authority hence, the principal must be very careful and always plan for them the appropriate measure to control their behaviour. Theory Y on the other hand, makes the principal to assume that people in his school are naturally active and ready to contribute to the development of school hence, he should provide them adequate motivation by placing them in the right position and treat them from human angle of relationship in terms of exposing them to change and innovation in order to achieve effective school climate

Objectives of the Study

The objectives of the study are:

1. To determine the relationship between principals' coordination of teachers and school climate in senior secondary schools in Kwara State.
2. To examine the relationship between principals' staffing of teachers and school climate in senior secondary schools in Kwara State.

Research Questions

In addressing the problem, the following research questions were raised:

- (1) How does principals' coordination enhance school climate in senior secondary schools in Kwara State?
- (2) Do staffing of teachers improve school climate in senior secondary schools in Kwara State?

Research Hypotheses

The following hypotheses were formulated and answered:

- Ho₁: There is no significant relationship between principals' coordination of teachers and school climate in senior secondary schools in Kwara State.
- Ho₂: There is no significant relationship between principals' staffing of teachers and school climate in senior secondary schools in Kwara State.

Research Methodology

The research design used in this study was quantitative research design. This design was considered appropriate because it gives the researcher the opportunity of obtaining the opinion of sample population, analyze these data collected using appropriate data analysis technique and reach reasonable conclusion about the population from the finding of the study. This study focus on the senior secondary schools in Kwara State, Nigeria. There are 310 secondary schools. The target population of this study comprised all 6, 894 teachers in senior secondary schools as at the time of study. Sample of 364 senior secondary school teachers were selected with the use of Krejcie and Morgan table of determine sample size of a given population (1970). Stratified random sampling technique was used to select 364 senior secondary school teachers. This was to ensure that all categories of teachers were given an equal chance of being selected.

The instrument used for data collection was self-constructed questionnaire titled "Managerial Behaviour and School Climate Questionnaire" (MBSCQ). The instrument was in two sections: section A contains personal information of teachers, while section B elicited information concerning managerial behaviour. There are 10 questions in section B which were arranged in two clusters. The teachers responded to the questionnaire on four (4) point Likert scale size as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one that is below the criterion mean value is disagreed by the respondents. To ensure content validity of the instrument, draft copies of the instruments were given to five experts in the educational management discipline and three experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations, modifications and recommendations. The final copies were produced for data collection. The reliability of the instrument was ensuring with the use of Cronbach's Alpha to obtain reliability index of 0.74. In order to ensure higher rates, the corrected questionnaires were distributed with the help of eight research assistants to the teachers of sample schools. Effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. The respondents were assured of the anonymity and confidentiality of their responses. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval. The data collected for the study was analyzed using SPSS version 2.0. The research questions were answered using mean and standard deviation while

Pearson Product Moment Correlation Statistics was used to answer research hypotheses. The p-value was compared to the significant level (0.5) to determine the rejection or acceptance of the hypotheses.

Data Analysis and Results

This study provides a quantitative analysis of the extent of managerial behaviour and school climate in senior secondary school. Mean and standard deviation were used in the description.

Table 1 presents the mean and standard deviation of response of teachers who responded to the research questionnaire on principals' coordination of teachers and school climate in senior secondary schools in Kwara State.

Table 1: Mean and Standard Deviations of Variables on Principals' Coordination of Teachers

S/N	Coordination of teachers	Teachers Response		Decision
		mean	SD	
1.	Principal keep all different department in tune for smoothly function of school	2.90	0.964	Agreed
2.	Principal consult different department before effecting change	2.75	0.913	Agreed
3.	Principal gives consideration to staff before taking decision	2.73	0.972	Agreed
4.	Principal control the structure to ensure that the resources are used efficiently	2.87	1.027	Agreed
5.	Principal ensure that interrelated task being performed in various sections of an organization	2.84	1.003	Agreed
	Grand mean	2.81	0.976	

(Mean $\geq$ 2.50 Agree, Mean $<$ 2.50 Disagree)

Researchers' field work

Table 1 showed that, items number 1-5 have their various mean and grand mean values above 2.50 and high standard deviation score. Therefore, respondents agreed that principal coordination of teachers is necessary for effective school climate

Table 2: Mean and Standard Deviation of variables on Principals' Staffing of Teachers

S/N	Staffing of teachers	Teachers Response		Decision
		Mean	SD	
1.	Principal ensure that right people are place to the right position	2.87	0.946	Agreed
2.	Principal identify and select the most qualified individual for position in school	2.95	0.931	Agreed
3.	Principal correct the performance of subordinates to make sure that objective is being achieved	2.87	0.983	Agreed
4.	Principal develop and orientate staff towards the achievement of stated objective	2.78	1.032	Agreed
5.	Principal ensure effective training and discipline of teachers	2.97	0.977	Agreed
	Grand mean	2.89	0.967	

(Mean $\geq$ 2.50 Agree, Mean $<$ 2.50 Disagree)
Researchers field work

Table 2 showed that, items number 1-5 have their various mean and grand mean above 2.50 and high standard deviation scores. Therefore, respondents agreed that principal staffing of teachers help in the effectiveness of school climate.

Hypotheses Testing

The analysis method applied in the course of the research work was the use of Pearson Product Moment Correlation Coefficients to test the set hypotheses.

H_{01} : there is no significant relationship between principals' coordination of teachers and school climate in senior secondary schools.

Table 3: Principals' Coordination of teachers and school climate.

Variable	N	$\bar{x}$	SD	Df	Cal-r	P-value	Decision
Coordination of teachers	364	11.72	4.309	727	0.89	.000	Rejected
School climate	364	2.81	0.976				

Table 3 indicates that calculated r-value = .89 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive and significant relationship between principals' coordination of teachers and school climate in senior secondary schools. Therefore, the hypothesis which states that there is no significant relationship between principals' coordination of teachers and school climate in senior secondary schools is rejected.

H_{02} : There is no significant relationship between principals' staffing of teachers and school climate in senior secondary schools.

Table 4: Principals' staffing of teachers and school climate

Variable	N	$\bar{x}$	SD	Df	Cal-r	P-value	Decision
Staffing of teachers	364	11.55	3.948	727	0.90	.000	Rejected
School climate	364	2.89	0.967				

Table 4 indicates that calculated r-value = .90 and p-value notation is .000 at 0.05 level of significance. This shows that there is positive relationship between principals' staffing of teachers and school climate in senior secondary schools. Therefore, the hypothesis which states that there is no significant relationship between principals' staffing of teachers and school climate in senior secondary schools is rejected.

Discussion of Findings

The result of question one analysis and findings in table 1 shows that principals' coordination of teachers is necessary for effective school climate in Kwara State. Results from hypothesis one revealed that there is positive and significant relationship between principals' coordination of teachers and school climate in Kwara State. The finding agreed with Durosaro (1992) who emphasized that principal play a significant role in providing good direction towards the realization of organizational goal.

The result of question two analysis and findings in table 2 shows that principals' staffing of teachers help in the effectiveness of school climate in Kwara State. Results from hypothesis two showed that there is a relationship between principals' staffing of teachers and school climate in Kwara State. This study conform to Adel and Zainal (2011) that principals' leadership style has a positive effect on school climate. The finding also agreed with Jeevan (2013) that organizational climate has a significant role on job satisfaction and commitment of workers.

Conclusion

It is quite obvious that, there is a significant link between principals' managerial behaviour in terms of effective coordination of teaching, non-teaching staff towards the realization of organizational goal which influences effective school climate. The findings of this study show that, principals' coordination and staffing of teachers serve as major criterion for achieving effective school climate in Nigeria.

Recommendations

- i. Principals should continue to maintain effective coordination of teachers by ensuring that interrelated tasks are being performed, and they should give consideration to teachers before taking decision, consulting different department before effecting change as well as controlling the structures in order to achieve effective school climate.
- ii. Principals should also continue to ensure appropriate staffing of teachers by identifying and selecting the most qualified individuals for the right position as well as develop and orientate staff towards the achievement of educational goal in order to ensure effective school climate in senior secondary schools in Nigeria.

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