

ORGANIZATIONAL CLIMATE AND BUSINESS STUDIES TEACHER EFFECTIVENESS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE.

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ABSTRACT

The main aim of this study was ascertained the relationship between organizational climate and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State. Descriptive survey research designed was used for this study. This study was carried out in Rivers State. The population of this study was 203 business studies teachers in public junior secondary schools. The study adopted census sampling technique since the population is of manageable size. The researcher developed an instrument titled; Organizational Climate and Teacher Effectiveness of Business Studies Teachers in Public Junior Secondary Schools in (OCTEBSTPJSS). The instrument was validated by three experts, two from the Department of Business Education and one from Measurement and Evaluation in Ignatius Ajuru University of Education for face and contents validations. The reliability of the instrument was determined using test retest method which yielded reliability indices of 0.83 and 0.84 respectively. Mean and standard deviation were used to answer the research questions while pearson product moment correlation was used to test the hypotheses at 0.05 level of significance. The findings revealed that, the respondents agreed, that there is moderate relationship between employer/employee, leadership style and teacher support system among business studies teachers in public junior secondary schools in Rivers State. It was therefore recommended among others that effort should be made for the establishing good working environment such as the provision of good physical facilities, improve working policies and good welfare for workers in order to enhance their teaching in public junior secondary schools in Rivers State.

Keywords: Organisational Climate, Teacher Support, Teachers Effectiveness, Business Education Teachers

INTRODUCTION

Organizational climate in the context of school is a broad term that refers to teachers' perceptions of the general work environment of the school the formal organisation, informal organisation, personalities of participants, and organisational leadership influence it. It is a relatively enduring quality of the school environment that is experienced by participants, affects their behaviour, and is based on their collective perceptions of behaviour in schools. It is important to describe and analyse organisational (school) climate because the atmosphere of a school has a major impact on the organisational behaviour and because administrators can have a significant positive influence on the development of the personality of the school. From the foregoing, the teacher can only be effective in teaching when the climate create an avenue to perform well. The teacher must set a high sense of professional integrity and ideals as his/her each chunk of behaviour is minutely observed by students. It is only the teacher who can play a determinative role in the all round development of student. Effective teaching is an important component of an open, positive climate; it serves to tie the school community together (Sarason, 2009). Organizational climate is a leading factor in explaining student learning and achievement. Less work has explored the impact of both staff and student perceptions of school climate raising interesting questions about whether staff school climate experiences can add "value" to teachers' achievement. School climate, if positive, can provide an enriching environment, both for personal growth and academic success. Since teaching effectiveness in secondary schools seems to be a function of the atmosphere of the school, school

climate is therefore a unique indication of a school which tends to differentiate one school from another. Observation has shown that in some schools, teachers may appear well organized and the reverse may be the case in other schools.

Organizational climate is a broad term that refers to workers perceptions of the general work environment of the formal organization, informal organization, personalities of participants, and organizational leadership influence it. The organizational climate of school is a relatively enduring quality of the school environment that is experienced by teachers and students, affects their behaviour, and is based on their collective perceptions of behaviour in schools. Based on this the administrators can have a significant positive influence on the development of the personality of the school. Most of the public secondary schools in Rivers State however do not have a good working environment which has significantly affected their quality and effectiveness in teaching. The learning facilities available, class size, teachers' motivation as well as the management style of the leadership of these public schools are not encouraging and as such have affected the quality of education in the state. Unfortunately very little research work has been carried out in the area of school organizational climate which would have give a headway on how to tackle the challenges faced in these schools and how to improve on schools working environment. The present research endeavor is conducted to fill the gap in the role of organizational climate in teacher effectiveness among teachers. We anticipate that there is a practical advantage in studying these variations collectively as it will lead to an intervention program for teachers and improve on their working environment. Against the foregoing backdrops, this study assesses the organizational climate of public secondary schools in River State as essential predictor of the essence of quality of teacher effectiveness.

Aim and Objectives of the Study

The main aim of this study was ascertain the relationship between organizational climate and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State. The study specifically sought to:

1. ascertain the relationship between employer/employee relationship and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State
2. ascertain the relationship between leadership style and teacher effectiveness of business studies teachers in junior public secondary schools in Rivers State

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship between employer/employee and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State
2. What is the relationship between leadership style and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State.

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between employer/employee relationship and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State
2. There is no significant relationship between leadership style and teacher effectiveness of business studies teachers in public junior secondary schools in Rivers State

Conceptual Review

Employer/Employee and Teacher Effectiveness of Business Studies Teachers

Employer/employee relationship is one of the most essential ingredients for an ideal organization. It is no gainsaying that the invaluable role of employees is increasingly gaining wider attention amongst employers. Burns (2012) define employee relations as the policies and practices which are concerned with the management and regulation of relationship between an organization, the

individual staff members, and groups of staff within the working environment. Harmonious relationship between each organization (employer) and its employees is essential to job performance. Good communication among the employees and upper management form a good organisational climate to boost up the satisfaction of employees in work (Sanad, 2016). Amin Bahrami et al, (2015) emphasize the relationships between the employee and organisational such as the employee wellness, priority for minority people etc. have directly affected the perception of employee as well as their performance. Corporate relations between each employer and its employees may assure that the responsibilities and authorities granted to and by statute are carried out in an atmosphere which permits the fullest participation by employees in the determination of conditions of employment that affect them.

Employer-employee relation as pointed out by Chand (2016) is the harmonious atmosphere in which both parties practice the act of working in such a way that they effectively communicate and work pleasantly, thereby recognizing each other's needs and value leading to enhanced motivation and morale of the employees. Research has revealed that there is a relationship between effective employer-employee relations and effectiveness of a worker. A good organizational climate is one that encourages a good employer/employee relationship. Interpersonal relationships are referred to as social connections, associations and affiliations between two or more individuals (Patricia, 2015). These are regarded to be of utmost significance in the achievement of organizational goals.

The concept of employer-employee relations can be attributed to Mayo's Hawthorne Experiments (Tonwe, 2009), The research was focused on the behaviors of employees and their cooperation with employers in achieving production capacity. Priyali (2016) pointed out that contrary to the scientific management approach to organizations, Mayo's research studies postulated that organizations are not only a techno-economic part but a psycho-social organization. Employees are not to be viewed and treated like economic men who are only motivated by money, but their interpersonal relationships, employer's attitude, social and other psychological needs of the employees plays a critical influencing role.

Maintaining amiable terms and relationships with other members of the organization has proven to be advantageous to all the members to a major extent. They are able to obtain support and assistance from them in the implementation of their job duties, they are able to obtain solutions to problems and challenges, they incur the feelings of pleasure and contentment, and maintenance of amiable terms and relationships with others are assisting in retaining one's jobs. Interpersonal relationships within organizations are considered as meaningful and favourable. Interpersonal relationships are referred to as social connections, associations and affiliations between two or more individuals (Patricia, 2015). These are regarded to be of utmost significance in the achievement of organizational goals. When the individuals generate awareness in terms of interpersonal relationships, they form the viewpoint that maintenance of interpersonal relationships is equally important as awareness in terms of job duties.

Considering the significance of employer-employee relationships to the growth of an organisation, several studies have been carried out over the years to explore relationships and job effectiveness or organizational growth, among others. Unfortunately in Nigeria the employer/employee relationship has consistently been on the negative angle given the continuous outcry by workers for a better pay and good working conditions. Most organizations in less developed countries have reported poor performance, labor strikes, exploitation, poor working conditions, and employer-employee conflicts from government sectors through semi-public to private sectors due to weak employer-employee relations (Nimoh, 2015). Given that employer/employee relationship creates a working environment where there is a support system for employees (teacher) and personal growth of individual workers, it is therefore important for organization and institutions to create an organizational climate where there is good relationship between the employer and employee for the growth of the organisation. With regards to the Nigerian schooling system, it is important for the management and teachers of both public and private school to established a good relationship. This will result to a significant positive effect in the school.

Leadership style and Teacher Effectiveness of Business Studies Teachers

A leader inspires a team to achieve a defined goal. Leadership is the procedure involved in directing, guiding, and influencing others' works and behaviour towards the achievement of precise goals at a time. Leadership is a dynamic relational interaction amongst persons to attain an aim willingly in a cohesive way, through inspiring subordinates to exert efforts with confidence and passion. It takes leadership involvement to create a profound bond of trustworthiness that motivates employees to put forth the effort needed to make their organisation successful.

Leadership style as one of the dimensions of organizational climate remains an essential element toward teaching effectiveness. An effective leader influences followers in a desired manner to achieve desired goals. Different leadership styles may affect organizational effectiveness or performance (Oladipo et al., 2013). Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. If the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees.

Barchiesi et al (2007) measured the leadership effectiveness and leadership role and its influence on performance, leadership behaviors, and attitudes. They found that high leadership indexes are not related to past performance records but associated both to higher potentiality of enhanced performance and to higher reputation of organizations, pointing in the direction of a meaningful influence of behavioral complexity and dynamics on the leadership perceived level. Voon et al (2011) found out the influence of leadership styles on employee effectiveness in public sector organizations observed that leadership style has a relationship to factors such as like salaries, job autonomy, job security, workplace flexibility.

Jeremy et al. (2012) differential between transformational leadership style and transactional leadership style.

Transformational leadership has the characteristics of individual influence, spiritual encouragement and intellectual stimulation. They often take individual into consideration, establish vision and aim inside, create open culture, trust the staff to reach their goals and give full play for staff's potential. Transformational leadership style concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities (Ismail, 2009).

Transactional leadership is focused on staff's basic and external demand, the relationship between leaders and subordinates is based on the contract. They tend to attain organizational goal by pacific job roles and mission design, their basic purpose is to maintain a stable organization. Transactional leadership relies more about "trades" between the leader and follower by which followers are compensated for meeting specific goals or performance criteria. The transactional leader will first validate the relationship between performance and reward and then exchange it for an appropriate response that encourages subordinates to improve performance (Scott, 2003). Transactional leadership in organizations plays an exchange role between managers and subordinates. Transactional leadership style is understood to be the exchange of rewards and targets between employees and management.

Leadership is not about efforts exerted at work, it encompasses empowering people and ensuring that one's leadership continues after leaving such positions. A trusted leader inspires others and maintains a productive working atmosphere where individuals are valued. Today's educational structures need effective leaders who understand the complexities of the rapidly changing global environment. These leaders must be trust worthy. Murtha (2021) suggests trust as an atmosphere where workforces believe in leaders' competence, knowledge, abilities, care, fairness, reliability, and dependability. Trust must be built in an organisation.

Concept of Teacher effectiveness

Effectiveness is a measure of the extent to which objectives are achieved. High effectiveness denotes that the intended purpose was served and that results are in accordance with expectations. According to Winkler (2002) effectiveness measurement requires the identification of whether expected outcomes were achieved. Teaching effectiveness involves much more than the guidance of learning activities. It involves relationships with students, parents, administrators, fellow teachers, and the community. These relationships can enhance or limit the success of any teaching method and ultimately the level of student achievement. Effective teachers create a learning environment that provides emotional and physical safety for students, Possesses the ability to interpret their students' behaviours accurately and respond in ways that are appropriate, consistent, fair, and supportive. Interactions between effective teachers and students consistently foster the student's sense of self-esteem and self-confidence.

The provision of quality education services needs to be managed. It doesn't just happen. As a general rule, organisations and people perform according to how they are rewarded. Incentives and organisational culture play a significant role. The promotion of teamwork and collaboration together with achievable goals will result in improved productivity and effectiveness of teachers

The conduciveness of the learning environment is a prerequisite to the achievement of school goals. Owoeye (2000) submitted positive relationship between school environment and teacher effectiveness.

According to school effectiveness experts (Wright, 2015), the most common meaning of teacher effectiveness refers to the level of teaching goals attainment. The purpose of the effectiveness study is to understand how teachers carry out their duties and their effects on students and to influence improvements in how schools function (Reynolds, 2010). The effectiveness of a teacher is determined by several factors including; motivation, school facilities availability, experience, level of education and leadership style. One expert offers an integrated model of teacher effectiveness covering the input, process and output aspects. These models are considered as those ranges of factors which determine the effectiveness of the teacher. The inputs include teacher experience, training, and organizational support. The process can be separated between the school level and the classroom level. The process at school level includes achievement-oriented policies for teachers, educational leadership, inter-teacher cooperation, curriculum quality regarding content, curriculum structure and availability, and the school learning environment. The process at the classroom level includes teaching structure, opportunities for teachers to improve, high student progress expectations and student progress (Scheerens, 2000). A good, quality and effective teacher is a thriving teacher. Developing teacher's ability to teach well for success can be realized through personal, community support and government support.

The Nigerian Certificate of Education (NCE) is the basic qualification for teachers in primary and junior secondary schools in Nigeria. This minimum standard was fashioned out to produce highly qualified and competent teachers in primary and junior secondary schools in Nigeria. (National Policy on Education (NPE), 2004). As indicated in the NPE a would be teacher should undergo at least a three year teacher training programme in the university in order to qualify as senior secondary school teacher. Sadly, many teachers lack the skills required to be effective as teachers, due to poor preparation in the training process. Further, the experience (length of service) of the teacher may also be a potent factor in determining the success that the teacher makes of his or her teaching in the classroom. Perhaps, it may be highly expected that a teacher with a long service in the school would have developed level of experience that can make him to be confidence in teaching. It may thus be expected that a teacher who has spent a long time in teaching activities would likely surpass his counterparts with fewer years in the teaching career. This may suggest that there is a relationship between work experience and ability to effectively teach in class room.

Theory 'X' and 'Y'

Theory 'X' could be credited to Sigmund Freud, a psychologist and pessimist who was not known to be a lover of people. Theory X assumes that human beings are lazy; they hate work to the extent that they avoid it. The theory also assumes that human beings lack ambition, do not take initiative and avoid taking responsibilities; all they want is security, and to get them to do any work, they must be rewarded, coerced, intimidated and punished. This is the 'stick and carrot' philosophy of management. If this theory were valid, managers will have to constantly police their staff who should not be trusted to be cooperative. In such an oppressive and frustrating atmosphere, both for the manager and the managed, there is no possibility of any achievement or any creative work. However, fortunately, this is hardly the case.

Theory 'Y' is in sharp contrast to theory 'X' and is credited to Douglas McGregor submits that people want to learn, and human beings view work as a natural activity to the extent that they develop self-discipline and self-development. They perceive their reward not so much in cash payments as in the freedom to engage in difficult and challenging work by themselves. The manager's job is to incorporate the human wish for self-development into the organisation's need for maximum productive efficiency. The fundamental objectives of both are thus met and with imagination and sincerity, the enormous potential can be tapped. Though theory 'Y' management seems soft and slack, it has already proved its worth in the USA and elsewhere. For best results, the members of the organisation must be carefully selected to form a homogeneous group. A good leader of such a group may be absent from group meetings so they could discuss issues freely and help select and 'groom' a new leader. The leader does not hanker after power. He allows people to develop freely, and may even enjoy watching the development and actualization of the people, as if, by themselves. Everyone, and most importantly, the organisation, benefits considerably.

METHODOLOGY

The population of the study consists of 203 business studies teacher in public junior secondary schools in Rivers State. These include; Port Harcourt public junior secondary schools, Ogu/Bolo public junior secondary schools, Okrika, Ikwerre public junior secondary schools and Ahoada East Local government public junior secondary schools. The sample for the study comprises 203 business studies teachers in public junior secondary schools in Rivers State. The study adopted a census sampling technique since the population is of a manageable size. Questionnaire was the major instrument for data collection. Mean and Standard Deviation and Pearson Product Moment Correlation Coefficient (PPMCC) were use to answer the research question while Pearson Product Moment Correlation (PPMC) was use to test the hypothesis at 0.05 level of significance with the aid of statistical product for service solution (SPSS) software version (25).

Presentation of Hypotheses

Hypothesis One: There is no significant relationship between employer/employee and teacher effectiveness of business studies in public junior secondary schools in Rivers State

Table 1: Pearson Product Moment Correlation Analysis of the Relationship between Employer/Employee and Teacher Effectiveness of Business Studies in Public Junior Secondary Schools in Rivers State

Variables		Employer/Employee	Teacher Effectiveness of Business Studies
Employer/Employee	Pearson correlation	1	.58**
	Sig (2-tailed)	.000	
	Mean	3.33	3.22
	Standard deviation	2.20	2.00
	N	188	188
Teacher Effectiveness of Business Studies	Pearson correlation	.58**	1
	Sig (2-tailed)	.000	

relations. Therefore, by extension, communication is the engine-room which drives effective and efficient corporate relations as well as employee relations. Successful relationships, be it at personal level or corporate level is essentially a product for productivity. When the relationship between the employer and the employee is not good, it could result in a sharp fall of productivity and worker turn over.

The findings of this study are in line with that of Tartsea-Anshase and Odeba (2019) who studied Employer–Employee Relationship and Job Performance in Bingham University, Karu. According to their findings Bingham University cannot survive without cordial relationship as affirmed by 83.3% of employers. 86.7% employers of Bingham University strongly agreed to creation of positive corporate image/profile in the community. On productivity increase via good relationship with employees was strongly affirmed at 80%. Job performance facilitation via good relationship with employees was strongly affirmed by 53.3% and agree 46.7%. The findings of this study also tallies with the findings of Ansa et al (2018) who studied the Importance of employer-employee relationship towards the growth of a business in Ghana. The study was a semi-structured study. Questionnaires were administered to 70 respondents, out of which 45 responded. The study found that business owners shared a positive notion that relationships play an important role towards their business as these contribute to the growth of their business. The findings of the study is also inline with the findings of Arimie (2019) who asserted that employee engagement is a by-product of employer-employee relations and the quality of the relationship is one of the most critical factors that drive productivity.

Leadership Style and Teacher Effectiveness of Business Studies in Public Junior Secondary Schools in Rivers State

The study revealed that there was a significant effect of leadership style on innovativeness in public junior secondary schools in rivers state. leadership style is a significant factor in determining how workers feel in their place of work. Workers are motivated by the amount of supervision and leadership exhibited by their boss. When the style of leadership is autocratic, the workers turn to be stubborn. They may even bring about conflict between the management and the workers. An organizations that engages its workers in decision making and enabling the workers to take charge of their work with little or no interference result to increase worker engagement. Workers become motivated when their boss is free and encouraging. The findings of this study is in line with the findings of Nanjundeswaraswamy and Swamy (2014) who adumbrated that In this global competitive environment, effective leadership style is necessary to reduce the attrition rate. From the effective leadership styles only it is possible to achieve organizational goal productively. Leadership styles affect on the employee performance and productivity. The findings of this study is also in line with the findings of Jeremy et al. (2012) who state that employee participation in productivity is highly influence by perceived leadership style. Conley (2020) state that employee workplace behaviours lie on the style of leadership the leaders exhibit and this plays a vibrant role in the firm's progress.

CONCLUSION

From the findings of the study, the conclusion is reached. From the analysis of data collected and interpreted, the study concluded that organizational climate significantly influence teacher effectiveness. In other words, it is necessary for the every school to build a good and reflective environment to help build and develop teachers. When the organization has a good and conducive working climate, it helps the employees to acquire the relevant skills, professionalism, work ethics and specialized knowledge for efficiency and effectiveness in their work place. despite the positive effects of good working climate, it was observed that most public junior secondary schools do not have a conducive working environment. most of these schools lack adequate facilities for studies, and there is little support for teachers. Other areas such as the relationship, leadership style and organizational structures are well established. It was also observed that poor attitude of workers

towards their job and limited opportunities for development were a barrier to effective teaching. Hence this calls for pro-active measures.

RECOMMENDATIONS

Based on the findings of the research, the following recommendations were made

1. It is recommended that government should try as much as possible to provide public schools with adequate facilities to enhance teacher effectiveness. The study observed that some public schools did not even have fences; either did they have gates or libraries. It is therefore incumbent on the government to improve on the condition of public schools in Rivers State.
2. The findings from the study revealed that school policies and principles are more adhered to in private than public schools. For the smooth running of any organization and for the achievement of organizational goals, there should be laid down rules and regulations which must be adhered to. Apart from the principals who monitor what goes on in public schools, a policy adherence and punishment committee may be encouraged. The committee should take charge of entering offences meted to policy breakers into the school's punishment book. It should also be stressed that policy implementation and punishment meting should be handled with equity and fairness.
3. The findings from the study revealed that majority of principals in public schools empower their teachers more with classroom authority. The study therefore recommend that principals of these public schools should engage in Ward round activities while lessons are on. This will allow principals watch a teacher to ensure the teacher is doing the right thing.

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