

**EVALUATION OF ORGANIZATIONAL CLIMATES IN
PUBLIC SECONDARY SCHOOLS IN KANO STATE,
NIGERIA**

BY

**MUHAMMAD ADAMU SAJE
ME.D/EDUC/0360/2009-2010**

**BEING A THESIS SUBMITTED FOR EXTERNAL DEFENSE TO
THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
CURRICULUM
AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA.**

SUPERVISORS:

**DR. B.A. MAINA
DR. A. A. IGUNNU**

OCTOBER, 2014

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**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF
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AHMADU BELLO UNIVERSITY, ZARIA- NIGERIA IN PARTIAL
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EDUCATION DEGREE (M.ED) IN EDUCATIONAL
ADMINISTRATION AND PLANNING**

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OCTOBER, 2014

DECLARATION

I hereby declare that this thesis titled “Evaluation of Organizational Climates in Public Secondary Schools in Kano State, Nigeria” has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Drs. B. A. Maina and A. A. Igunnu.

The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma in any other University.

Name of Student

Signature

Date

CERTIFICATION

This thesis titled “Evaluation of Organizational Climates in Public Secondary Schools in Kano State, Nigeria” by Muhammad Adamu Saje meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

I dedicated this work to my beloved parents, my family and all students of Ahmadu Bello University Zaria for their support, caring and encouragement through out the period of my studies.

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In the name of Allah, the Beneficent the most Merciful. All praises are due to Him, the Creator, the Sustainer and thee Lord of the universe. I thank Him for spearing my life and see my dream became reality.

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ABSTRACT

The study investigated Evaluation of Organizational Climates in Public Secondary Schools in Kano State, Nigeria. The study has six objectives among which are examine the prevailing open, controlled, familiar, paternal, autonomous and closed organizational climate in public Secondary Schools in Kano state. Research questions and hypotheses as well as review of related literature were in line with raised objectives. Survey research method was adapted and the population of the study consisted of 9779 teachers, 846 principals and 111 Ministry of Education officials of the Kano state. Hence, cluster sampling technique was used to derive the sample of the study from the three Educational Zones. The total number of sampled respondents was 366 teachers, 85 principals and 81 Ministry of Education officials. The data for the study was collected through the use of self constructed questionnaire; the validity of the instrument was determined through vetting of the content by expert in educational administration and English language. The reliability coefficient was obtained at 0.77. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using statistical tool of Analysis of Variance (ANOVA) and analyzed the data at 0.05 significant level. The findings of the study revealed that There were practices of autocratic leadership style by the school administrators; due to poor open organization climate in public secondary schools in Kano state. There was poor cordial school community relation due to improper controlled organizational climate in public secondary schools in Kano state. There was effective use of decision making process by the principals to improve familiar organizational climate in public secondary schools in Kano state. In view of the findings and conclusions, it was recommended that the school principals should democratize their leadership style in public secondary schools in Kano State. The school administrators also should enhance cordial school community relation prevailing controlled organizational climate in public secondary schools in Kano state. The principals develop the habit of fair and justice in association with their teachers and students in secondary schools in Kano state. The study further recommended that there should be effective use of decision making process by the principals to improve familiar organizational climate in public secondary schools in Kano state etc.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The concept of organizational climate originated in the late 1950s as social scientists studied variations in work environments. Although researchers interested in educational organizations (Halpin and Croft, 1963) made the initial effort to define and measure dimensions of organizational climate, the usefulness of the concept was soon organized by scholars of business organization. Climate was initially used as a general notion to express the enduring quality of organizational life. Halpin, (1963) observed that “a particular configuration of enduring characteristics of the ecology, milieu, social system and culture would constitute a climate, as much as a particular configuration of personal characteristics constitute a personality.” Gilmer (1966) specified organization climate as “those characteristics that distinguish the organization from other organization and that influence the behavior of people in the organization”. It was suggested that perception is a critical ingredient of climate and defined it as “a set of measurable properties of the work in the environment and demonstrated to influence their behavior” According to Gilmer (1966), the notion of psychological climates was introduced in the industrial psychology literature by Gleeman (2004), but other writers (forehand and Gilmer, 1964; Halpin, 1963) have also noted that definitions of climate are quite similar to early deception of personality types. In fact, the climate of an organization may roughly be conceived as the “personality” of the organization that is climate is to organization as personality is to individual.

According to Owens (1998), “organizational behaviour is a discipline that seeks to describe, understand and predict the human behavior in the environment of formal organizations. A distinctive contribution and characteristics of organizational behaviour as a discipline is the explicit recognition that (1) organizations create internal contextual settings, or environments, that have great influence on the behaviour of people in them and (2) to some extent the internal environment of an organization is influenced by the larger context in which the organization itself exists (for example, the social, political, economic and the technological system that support the organization). Moreover, the internal environment or context of the organization is not merely physical and tangible but also includes the social and psychological characteristics of the living system”

An open climate is used to describe the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy and Sabo (1998) state that an “an open climate reflects the principal and teachers’ cooperative, supportive and receptive attitudes to each other’s ideas and their commitment to work”. The major characteristic of controlled climate is the diligence and hard work. Even though the principal does not model commitment, hard work is over-emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work.

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Paternal climate depicts an atmosphere where there is very hardworking, but has no effect on the staff, to them hard work is not a popular term. There is a degree of closeness

between the principal and teachers, but the principal's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic.

Autonomous climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principal arouses enthusiasm and diligence. Both teachers and students work with devotion. There is no external threat or influence. The closed climate represents the antithesis of the open climate's. The main characteristic of this type of climate identified by Halpin (1966) is lack of commitment of unproductive disengagement. There is no commitment, especially on the part of the principal and teachers.

1.2 Statement of the Problem

Organizational climate is a concept that deals with staff members' perceptions of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behavior of the entire staff. In respect to open climate, the interaction that exists among the principal, teachers, students and parents is weak. Cooperation, sportive and receptive attitudes to each other's ideas and their commitment to work is almost absent. Familiar climate is not conducive for the teachers and students because maintenance of friendly atmosphere is not there by the principals. In regards to paternal climate, the closeness between the principal and the teachers is not there for them to work hard.

Autonomous climate a good measure to conducive atmosphere for teachers to have freedom to operate in the school is limited. So both the teachers and students are working under pressure. Closed climate deals with much paper work to which teachers

minimally respond and with their response proper records are not taking care up. Controlled climate does not model commitment, hard work is over emphasized, teachers and students are neither committed nor hard working.

1.3 Objective of the Study

1. Examine the prevailing open organizational climate in public Secondary Schools in Kano state.
2. Assess the prevailing controlled organizational climate in public Secondary Schools in Kano state.
3. Ascertain the prevailing familiar organizational climate in public Secondary Schools in Kano State.
4. Assess the prevailing paternal organizational climate in public Secondary Schools in Kano state.
5. Examine the prevailing autonomous organizational climate in public Secondary Schools in Kano State.
6. Determine the prevailing closed organizational climate in public Secondary Schools in Kano state.

1.4 Research Questions

1. How prevailing open organizational climate affects public Secondary Schools in Kano State?
2. How prevailing controlled organizational climate affect public Secondary Schools in Kano State?
3. What are those prevailing familiar organizational climates that affect public Secondary Schools in Kano State?

4. In what capacity prevailing paternal organizational climate affects public Secondary Schools in Kano State?
5. How prevailing autonomous organizational climate affects public Secondary Schools in Kano State?
6. To what extent does prevailing closed organizational climate affects public Secondary Schools in Kano State?

1.5 Hypotheses

- 1 There is no significant difference between the opinion of teachers, principals and Ministry officials on the prevailing open organizational climate in public Secondary Schools in Kano State.
- 2 There is no significant difference between the opinions of teachers, principals and Ministry officials on prevailing of controlled organizational climate in public secondary schools in Kano State.
- 3 There is no significant difference between the opinions of teachers, principals and Ministry officials on the prevailing of familiar organizational climate in public Secondary Schools in Kano State.
- 4 There is no significant difference between the opinions of teachers, principals and Ministry officials on prevailing of paternal organizational climate in public secondary schools in Kano State
- 5 There is no significant difference between the opinions of teachers, principals and Ministry officials on prevailing of autonomous organizational climate in public secondary schools in Kano State.

- 6 There is no significant difference between the opinions of teachers, principals and Ministry Officials on prevailing of closed organizational climate in public secondary schools in Kano State.

1.6 Significance of the Study

1. The study will contribute in encouraging the Kano State Government and other stakeholders to give special attention to the development of social interaction within the school environment.
2. The research findings will also contribute to the development of education in Kano State.
3. The study served as additional academic reference on education and for further educational research.
4. The study is expected to assist the principals in maintenance of friendly atmosphere in public Secondary Schools in Kano.
5. The study contributes toward democratization of school administration in Kano State.
6. The study will proffer solutions to the problems encountered by both teachers and students toward the learning environment in Secondary Schools in Kano State.

1.7 Basic Assumption

1. The study assumed that social interaction within the school organization will strictly develop the performance of teachers and students will be improved.
2. There is likely to improve teachers and students performance, if closed climate will be enhanced in Secondary Schools in Kano State.

3. It is assumed that development of autonomous climate within the Secondary Schools in Kano State will improve teachers and students performance.
4. The study assumed that maintenance of conducive atmosphere within Secondary Schools will enhance teachers and students performance in Kano State.
5. The study assumed that if closed relationship between principal and teachers will be adhered; the performance of teachers and students will be improved in Secondary Schools in Kano State.
6. It assumed that, freedom of operation and participation within the school will improve teachers and students performance in Secondary Schools in Kano State.

1.8 Scope and Limitation

The study is strictly based on evaluation of organizational climates in secondary schools in Kano State, Nigeria. This restriction does not however imply that other schools like tertiary institutions are unimportant, but because the research believes that the findings can be generalized.

A research of this nature can not said to be without problems or limitation. In the process of this research, the researcher has to pay the uncompromising attitude on the respondents which he had pacify some of them late submission of the completed/filled questionnaires and above all financial constraints. To reach some of the remote schools was also a problem to reckon with.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The evaluation of organizational climate has remains understandable because organizational climate is a significant indicator to show the direction, position, and future of the organization (school). Whether or not an organizational climate can be defined, the fact is that, there have been trials and measuring definitions of organizational climate. The review of related literature seeks to clarify the following issues; conceptual framework, prevailing of open organizational climate, prevailing of controlled organizational climate, prevailing of familiar organizational climate, prevailing of paternal organizational climate, prevailing of autonomous organizational climate; prevailing of closed organizational climate. Also empirical studies and summary were reviewed accordingly.

2.2 Conceptual Framework

The study embarked on evaluation of organizational climate in public Secondary Schools in Kano State. Therefore, the following conceptual definitions are going to review to guide the study:

2.2.1 Meaning of Organization

An organization may be defined as social group that has been deliberately constructed in order to achieve certain specific goals (Tijjani, & Safiya, 2001) There are different kinds of organizations. Organization theorists, especially sociologists, have devoted much time to devising scientifically useful typologies of organization. A

typology is simply a classification scheme. It is essentially device for simplifying and organizing phenomenon, and is also a useful explanatory device.

2.2.2 Organizational Behaviour

Organizational behaviour is field of study that investigates the impact that individuals, groups and organizational structure have on behaviour within the organization, for the purpose of applying such knowledge towards improving an organizational effectiveness. The above definition has three main elements; first organizational behaviour is an investigative study of individuals and groups, second, the impact of organizational structure on human behaviour and third, the application of knowledge to achieve organizational effectiveness. These factors are interactive in nature and impact of such behaviour is applied to various systems so that the goals are achieved. The nature of study of organizational behaviour is investigative to establish cause and affect relationship.

2.2.3 Type of Organization

Organizations are infinitely variable. They are as many different organizations as there are persons who are their members. Organization can be either the central focus of one's life or only an incidental servant. It can be rigid, cold and impersonal, or it can have warm and flexible relationships. (Musaazi, 1982).

Normally organization labeled as formal or informal, sometime private and public depending upon the degree to which these are structured. The designations are only extremes, for it would probably be impossible to find a completely formal or a completely informal organization – formal and informal only define the extremes of

continuum of organizational types. Some examples of organizations are schools, military, trade unions, railway corporations, hospitals, and firms.

a) Formal Organization: These are organizations that are deliberately established to perform specific functions. Formal organizations involve rational coordination for the realization of common objectives. They are prescribed by rules and regulation and also design specific tasks for their members to carry out. Furthermore, formal organizations are involved with planning and coordinating human and material resources, making rational decisions regarding staff recruitment, promotion or dismissal.

b) Informal Organization: In contrast to formal organizations, informal organizations are loosely organized, ill-defined and usually grow spontaneously. Informal organizations are unplanned friendly associations or attachments that develop when people come together, informal organizations grow primarily as a result of the needs of the workers. For example without any national coordination, workers may decide to assemble during break time to talk freely about off job activities or gossip about organization policies and programmes, (Dare, 2009).

Organizations are purposeful social units pursuing certain goals with people who are involved with one another; that is they interacting. These interactions can always be ordered or prescribed by some sort of structure; such are rules, relationships, activities and objectives. The organization as mentioned can be formal or informal, private or public, simple or complex, ranging from two-person interactions to giant and complex groupings involving hundreds of persons. The life span of the organization can range from moments to many years.

2.2.4 Organizational Effectiveness

Organizational Effectiveness is a systematic and systemic approach to continuously improving an organization's performance, performance capacity and client outcomes. "Systemic" refers to taking into account an entire system or in the case of Organizational Effectiveness an entire organization; "systematic" refers to taking a step-by-step approach. In simple terms, therefore, Organizational Effectiveness is a step-by-step approach to continuously improving an entire organization.

2.2.5 Organizational Performance

Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). According to Riehl et al. (1996) organizational performance encompasses three specific areas of firm outcomes: (a) financial performance (profits, return on assets, return on investment, etc.); (b) product market performance (sales, market share, etc.); and (c) shareholder return (total shareholder return, economic value added, etc.). The term Organizational effectiveness is broader.

Specialists in many fields are concerned with organizational performance including strategic planners, operations, finance, legal, and organizational development. In recent years, many organizations have attempted to manage organizational performance using the balanced scorecard methodology where performance is tracked and measured in multiple dimensions such as: financial performance (e.g. shareholder return), customer service, social responsibility (e.g. corporate citizenship, community outreach), employee stewardship.

2.3 Prevailing of Open Organizational Climate in Secondary Schools in Kano State

An open climate is used to describe the openness and authenticity of interaction that exists among the principal, teachers, students and parents. Hoy and Sabo (1998) state that an “an open climate reflects the principal and teachers’ cooperative, supportive and receptive attitudes to each other’s ideas and their commitment to work”.

The principal, according to these researchers, shows genuine concord for teachers; he/she motivate and encourages staff members (high supportiveness). He/she gives the staff freedom to carryout their duties in the best way they know (low directiveness). He/She does not allow routine duties to disrupt teachers’ instructional responsibilities (low hindrances). Also, in a school/college characterized with open climate, teachers are portrayed as tolerant, helpful and respective professionals (low disengagement). They are caring and willing to assist students when need be. Teachers work hard so that students succeed (high commitment). They care, respect and help one another as colleagues and even as personal level (high collegial relations). As a team they work for the success of students. Both the principal and teachers are accessible and approachable they maintain close relationships with students and parents (Halpin, 1966).

Under the present school system, there are principal or headmaster of schools whose jobs are supervisory in nature. They have no teaching Assignment or classes which are designated as their own. They play varied roles in the schools. The beginning teacher should bear in mind that there principal or the headmasters is equally concerned as himself as himself with providing the best possible education for all children of the community.

They are in the school to help the teachers in every way. Teachers should endeavour to cooperate with them in their efforts to poster good or improved instruction. At times, it is difficult to some teachers to understand the teacher principal headmaster relationship as they all work toward the same goal of better education. In fact the teacher is subordinate position as most final and serious decision must be male by the principal or headmaster. These administrators are charged with the responsibilities a agents of the school board to different the educational program of the school system. It is therefore important that the classroom teachers should give them respects and loyalty as responsible members of the profession. Some teachers may find it difficult to receive directives from these administrators when they consider their positions the school it is an acolyte fact that both the teacher and the principal or headmasters are professional yet the responsible for managing the school efficiently falls squarely on he headmaster or principal. (Wilson, 1979).

In the event of anything going wrong in the school, the principal or headmaster with be called upon to answer. In view of this, teachers should endeavour to accept decisions make by these administrators and cooperate with them in carrying out these decisions. The beginning teacher should seek help whenever there is need and take advantage of the greater experience and wider knowledge or possessed by the headmaster or principal.

Principals or headmasters can be of tremendous help to beginning teachers in planning their classroom activities, is organizing the classroom routine, in working with difficult pupils, and in promoting good parents teacher relationships since most of the principals or headmasters have been on the job for several years, they know some of the

difficulties which a beginning teacher is liable to encounter during his first year, and they are very willing to help.

At times, a situation may arise where a teachers professional standing is higher than that of his principal or headmaster. It should be emphatically that this does not change the administrative responsibility for decision making. The teacher with have to accept the situation as he founds is move over, it is a fact of school life that teachers must be evaluated by their local administrative superiors, hence the need for the teachers cooperation. If a beginning teacher wants to try something new or unusual it would be wise to consult the principal or headmaster. It is possible that he have a better idea for carrying out successfully. On the other hand, any radical shift which the beginning teacher desire to make must receive the principal's or headmaster's approval. (Wilson,1979).

In addition for the beginning teacher to work harmoniously with the principal or headmasters the principal thing he has to do is to study him very well and to adapt to his ways of doing things. It is a fact that, most of these principals and headmasters have been belong in the service. Consequently, their ways of doing things are at time not compatible with the modern time; hence if the new teacher facts that he cannot foliate such qualities it is better for him to look for something ease. So the head of school [principals] are not made to only overlook the activities of the students but rattier with that of teachers in order to make the environment conductive for both the teacher and the students the relationship between them may develop new ideal for consumption of both the teachers and the school administrators.

Teacher Relationship (Open Climate)

Teacher Relationship with the student success in teaching depends largely upon the relationship between the teacher and his pupils. A good measure of success is ensured when a teacher establishes good rapport with his students among the major concerns of the beginning teacher is how to relate to his pupils in a cordial and meaningful way. (Halpin, & Croft, 1963).

It is important, therefore, that the teacher establishes firm control over his class, there is no doubt that there will be pupils who will take advantage of the fact that he is new and try to be courtly. Under this circumstance, it is advisable to be fairly strict with such boys and girls for at least a few days. It has been an accepted fact that in order to establish good teacher-pupil relationships and teacher control, the teacher needs to learn the names of the pupils immediately.

It should be recognized that pupils are people and, as such, in the moment of friendship or intimacy is established when they realize that the teacher makes an effort to know their names. The fact that they are youthful does not give the teacher the right to be rude to them or to override their rights as persons. "Minding one's manners" is an important factor for teacher as it is for pupils. Unfortunately, children should be helped because of their lack of experience but they can behave themselves if they are given the opportunity. It is necessary for the teacher to make every effort to learn as much as possible about his pupils and their problems. A demonstration of such interest in the pupils earns the teacher a good reaction from them. If a pupil wishes to discuss any point with the teacher it is absolutely important that the teacher should listen to him no matter how

trivial the discussion may appear. At time, what may seem of no consequence to the teacher frequently may pose a serious problem to the student.

The beginning teacher should also be concerned with the activities of his students. Such as athletic games, school plays, and drama and other extra-curricular activities. Pupils have been noted to accept readily the teacher or teachers who show real interest in all of their activities. Similarly, in order to earn the pupils' respect, the teacher needs to do an outstanding job of teaching as well as treating all the pupils fairly and impartially, each teacher must endeavour to treat every student the same regardless of his social and economic background or his inherent disabilities.

Young teachers have the tendency to appease the pupils by becoming too friendly with them, from experience; this approach does not seem to work. It is good to be friendly with their pupils but it is equally more important for the teacher to seek respect rather than cheap popularity with them. A teacher who has good sense of humour, a wholesome personality, and a good character will without any doubt command both respect and popularity. According to Hoy, & Sabo, (1998), "the teacher who can teach pupils in such a way that they will lead subject and the same time like and respect the teacher deserve more credit than the teacher who incurs the dislike of his pupils even though they learn the subject.

Generally speaking, a teacher is a guider, monitor, instructor, councilor, impacted etc. he need to associate closely with his students in order to maintain a good report with his student, so as to relate with him fully without having fear in their minds with this behaviour a teacher can mind their heart of his students to interact with him freely and also absorb what is been expected to learn. (Halpin, & Croft, 1963).

Principal Student Relationship

Pupils do learn what a teacher's ideal is and also work out strategies that enable them to appear to conform to it, or at least to allow their ways of deviating from it without undue censure or disapproval. Failure to be obedient, for example, need not necessarily involve acting in flagrant conditions to a teacher's wishes or instructions.

Pupils may simply avoid doing what a teacher require, hoping to escape notice or do what he asks in a manner he might disapprove of. They then feel that at any rate they can give some account of their behaviour if challenged. But in any case, most pupils who want to get on ... to get by in school feel the need to recognize what is expected of them, then develop a cluster of skills to meet these expectations. These skills usually consist of a set of strategies to allow pupils to depart from expectations without incurring excessive teacher disapproval.

The idea pupil role seems to play a functional part in the teacher's perception of himself. Ideal pupils lend support to the teacher's role making his own performance a highly satisfying one. And since most teachers, if not most people, like to be liked by others, then, for most, an ideal pupil is one who apparently lives up to the teacher's expectations without making him feel he has to use fear as a motivating force.

Thus one important function of the ideal pupil concept is to strengthen and support the teacher's self-image. One important consequence for pupils is that it marks out those who do not conform, and thus do not support the teacher's self-image, as deviant, in different, or even delinquencies. (Meriel and Dawney, 1977).

Mention has already been made of variations in the ideal pupil concept according to the way a teacher role conceptions. For example, a teacher in a fairly traditional school

which prepares pupils for external examinations; a teacher in a community school; one opting to work in a free school and one choosing to abandon all organizing teaching and grouping, all have widely different-objectives as teachers and thus presumable new different views of an ideal pupil. But before we cover to a discussion such marked differences, we shall consider variations of emphasis within a general pattern.

Meriel (1977), in a study of how teacher perceptions of pupils vary according to perceived social class background see instruction and discipline as the principal aspects of a teacher's role. Thus middle class children who are fairly bright, hard-working and enthusiastic conform to a teacher's instructional expectations. Since most middle class pupils conform to these expectations, it is largely along the disciplinary dimension that they noticeable fall short of the ideal, whenever they do diverge.

Litwin (1998), among others, picks out the motivating task of a teacher as an important part of his job. Thus ideal pupils are those who work hard, not only to achieve extrinsic reward offered by teachers as incentives but, more importantly, who learn to adopt self-directed and self-initiated techniques of working. An ideal pupil in this situation would be one who selects sensibly what to pursue, who is self-reliant and not easily distracted, and who can be trusted to taken responsibility for his own progress.

While most teachers consider judging and evaluating pupils as an integral part of their job, there are those who consider it more important to accept pupils, whatever their nature, achievement, failings, in order to allow them unfettered and uncensored person and emotional growth. The main aim here would not be to evaluate or judge pupils but to understand them by sympathy and empathy, in order to offer a non-threatening atmosphere.

Ideal of this kind are based on Meriel and Dawney (1977) notions of acceptance of others propounded in the context of client-centered therapy and adopted by some school counselors. If teachers are attracted to such notions, and feel they have to accept rather than approve or judge, the concept of an ideal pupil seems alien since all pupils must be equally acceptable.

Some teacher who advocate a greater degree of freedom in school, claiming that the instruction, organization and routine of most schools are too rigid and hamper children's development, are attempting to develop situations where children can choose what to occupy themselves with during the school day, what time to arrive and so on. Several free schools have been established or provide children whose parents wish to vial themselves of the opportunities with a free, flexible framework where, as teachers claim, children can ask for guidance or can even ask to be unstructured when they feel the need.

Again, in-depth systematic studies of such schools are still lacking, but we may ask what kind of ideal pupil concept such teachers have. Neil (2000) wanted to give his pupils a change to develop independence, self-confidence and emotional stability. These qualities were valued at sum Merrill more highly than scholastic achievement or intellectual skills.

View of education, including broad aims, specific objectives desired outcomes and different teaching styles are clearly related to an overall view of man and human action. Two distinct models of man that have been proposed and discussed for many years are those that we now recognized as belonging to a behaviorist model sees man as essentially passive, at the mercy of influences around him, a creature whose behaviour is largely causally determined and easily subject to control by other people.

His behavior is on the whole predictable and can be explained and understood in scientific terms Meriel and Dawney (1977). This view of man is reflected in what most people recognize as traditional method of education, where pupils are seen as vessels to be filled to capacity, where intelligence is believed to be measurable and predictable where children are to be controlled, directed or guided, firmly by the teacher. Out lines the practices that teachers favouring this view of human behaviour and education tend to adopt in practice in his discussion of two contrasting pedagogical models. Such a passive view of man is pitted against a more active view Riehl et al (1996) where man controls his own behaviour and position in the world by the peculiarity personal interpretations he makes and the meanings he sees in the world around him.

The behaviour is unpredictable, since his intentions and interpretations change as they develop and he need not be at the mercy of others or of influences around him. The corresponding pedagogical paradigm is one where pupils work in a more open situation. Teachers encourage them to be actively responsively for and to evaluate their own learning. Knowledge and curriculum content are no longer solely determined by what teachers think worthwhile but include everyday common sense knowledge that pupils acquire outside school and make their own, Meriel and Dawney (1977).

2.4 Prevailing of controlled organizational climate in Secondary Schools in Kano State

The major characteristic of controlled climate is the diligence and hard work. Even though the principal does not model commitment, hard work is cover-emphasized to the extent that little or no time is given to social life. Nonetheless, teachers are committed to their work and spend considerable time on paper work.

Thus, in most cases, there is little time for participation in extra curricular activities. The principal often employs a direct approach, keeps his/her distance from teachers, students and parents in order to avoid familiarity. Parents are not encouraged to visit college with their children's problems as the time on such matters could be used on something worthwhile (Halpin, 1966).

The attitude of some principals to keep themselves at distance of the teachers and avoid intimating with them is known as aloofness. They strictly observe rules and regulations and expects from the subordinates to obey them in letter and spirit. The attitude is hindrance in the health and friendly academic atmosphere of the educational institution because the teachers generally do not like the autocratic rule of the boss. Hence aloofness is an important factor to influence the organizational climate.

2.4.1 Parents Teachers Association

One of the most consistent supporters of school is the Parent Teachers Association (PTA). It was organized in 1897 as the national congress of mothers. In 1924, it became the congress of parents and teachers. The objectives of the PTA according to Adelabu (2005) includes:

1. To promote the welfare of children and youth at home, school, church, and the community.
2. To rise the standard of home life.
3. To secure adequate laws for the care and protection of children and youth.
4. To bring into closer relationship the home and the school, so that parent and teachers may cooperate intelligently in the training of the child;

5. to develop between educators and the general public such united efforts as will secure for every child the highest advantage in physical, mental, social and spiritual education.

The PTA is organized at the national, state, region, district and school. The principal has an effective organization with national influence ready to help him with his problems. Too frequently, the principal regards the PTA as an organization that has its goals “four meetings a year”. The PTA used effectively, can provide excellent two-way communication between the school and its most important patrons the parents.

Under a principal who conceives his role as second vice-president in the organization to be one of dynamic leadership, mutual trust, understanding, and cooperation for the improvement of the school and the children can result.

2.5 Prevailing of Familiar Organizational Climate in public Secondary Schools in Kano State

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the college: they do not share same views with the principal and their colleagues. As a result, those who are committed, form a clique because they are the same attitude, they become friends. (Halipin, 1966).

Leadership is paramount importance in administration of a schools programme, objectives and the attainment of educational goals. Because of its key role in the success or failure of organizations, leadership has long been a focus of study by students, theorists’ researchers and practitioners, particularly in the last five decades. The result is

that today, professional literature on leadership is replete with definitions, models and theories.

Leadership is a complex concept in spite of the numerous studies and writing on the subject. There is yet to emerge a universally accepted definition, a comprehensive and empirically tested theories and researchers point out that there are almost as many different definitions of leadership as there are persons who with this style, people work in a stress-free atmosphere. Generally, people maintain the same level of performance both in the present and in the absence of the administration.

Laissez-Faire style: This style in practice is a leaderless style. This is because in this approach, the leader does not take any active part but merely gives the group members freedom to reach individual or group decisions. At time, he identifies himself with the group and at other times he keep aloof unwilling to be bothered. He does not worry about procedure nor does he care about rules and regulations. (Out, 1999).

2.5.1 Qualities of Successful Leader

A professional teacher is charged with a number of qualities, some of these qualities according to Olagboye (2004) and Manga (2010) include:-

1. A good leader should be knowledgeable and wise. This will help him to make wise decisions for his staff and organization.
2. A good leader must have an aim. This means that he must know that he wants and how best to achieve it.
3. A good should be able to communicate effectively in the language that is used accepted as medium of communication in the organization.

4. A leader is assigned to work for people, he therefore has to learn how to work with people within his leadership circle.
5. A good leader must be committed, dedicated and hardworking etc.

2.5.2 Principal and the community relations:

The principal of a school is most directly responsible for maintaining the relationship between the school and the community; he or she must develop a strategy for school a community relation who takes into account the community's values and power hierarchy. The task involves considering many factors including the role of the principal and the community, potential problems, evaluation procedures, and way to involve the community.

The school principals have the opportunity to interact with community in many ways that may help to develop positive relations. For instance, Wilson and Stanberry (1979), suggest that principals might:

- a) Interpret school programmes for the community.
- b) Determine community expectation of the school.
- c) Communication with parents through the media and in group conference.
- d) Arrange for parents to visit the school.
- e) Work with parent associations and related groups.
- f) Interact with school critics.
- g) Plan and coordinate the visits of school people to homes of students.
- h) Initiate special publicity campaigns.
- i) Support students' publications.
- j) Appraise school community relations.

k) Work with industry and community power structure.

Another way principal can contribute to the community is by recruiting community minded teachers, as several studies have indicated. Lewis and Edington (1983) concluded that administrators should recruit teachers with positive community ties. The most successful teachers appear to be those who are welcome in community homes, participate in community activities and invite community members to their homes (McBeath and others, 1983).

Seifert and Kurtz (1983), as well as Lewis and Edington (1983) advises principals to involve community members in recruiting and selecting teachers who fit their communities. In addition, recruitment materials should include community information.

Administrators who have a community-oriented philosophy are more likely to have positive school-community relations. (Charlton, 1983). For this reason, McBeath and others (1983) claim that principals, particularly new ones, should participate in civic activities outside the school.

The community cooperation is not difficult to secure (Pelton, 1983). Many people are eager, or at last willing to cooperate with the school in working towards the development of positive community relations. Citizens might assist the school principal by doing the following:

1. Serving on staff development planning committees.
2. Identifying resources people in the community.
3. Teaching minicourses on local history, industry and interesting area people (a district attorney might teach about juvenile justice or a social worker about child abuse) (Pelton 1983).

4. Serving on advisory boards for various programs (Lewis and Edington 1983).
5. Assisting in the recruitment of teachers who fit the community (Seifert and Kurtz 1983).

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principal arouses enthusiasm and diligence. Both teachers and students work with devotion. There is no external threat or influence.

Teachers have great desire to work and students are highly motivated to learn. The close relationship among the principal, teachers, students and parents an autonomous climate in the institution (Haliping, 1966). Thrust is the way some principal act as a role model for the type of behavior they expect of their staff. They set the standard and support the staff so as to maintain the standard. If the principal is hardworking, the staffs are both intrinsically and extrinsically motivated and enjoy their work.

The principal with high thrust influences the college climate positively; all activities are focused and directed to achieving the organizational goals, both teachers and student enjoy teaching and learning. Whereas the principal with no thrust also affects the climate and that this may result in lack of motivation and performance on the part of teachers. Hence thrust is an important factor in enhancing the affectivities of an organization (Haliping, 1966).

2.5.3 Consideration

The interaction of principal and the staff members influences the organizational atmosphere. If the principal is considerate and responds to the needs of his staff and takes personal interest in matters concerning his staff, student and parent and shows keen

interest and sympathy with them. Such behavior of the principal has positive effect on organizational climate (Halping, 1966).

asserts that, “showing concern for teachers, parent and students is the leadership” he must therefore relate to stakeholders in the way that demonstrates his/her concern for them. Brunner (1981), opine that “the students and teachers function effectively when their basic needs are met and this contrabass. To a caring environment in witch everybody cares for one another and invariably foster excellent teaching and leaning atmosphere” he further climes that “the principal who is highly considerate is the most effective because the development of positive personal relationship with the entire organization is the core of leadership.” Hoy and Sabo (1998) observe that “lack of consideration may contribute to teacher frustration and apathy therefore, negative climate will prevail.

2.6 Prevailing of Paternal Organizational Climate in Secondary Schools in Kano State

This type of climate depicts an atmosphere where there is very hardworking, but has no effect on the staff, to them hard work is not a popular term. There is a degree of closeness between the principal and teachers, but the principal’s expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer Otu (1999); maintains distance from the principal. Often, students can not express their difficulties or problems with boldness and parents visit the college only when it is absolutely necessary.

2.6.1 Intimacy

Intimacy is a term used to picture the kind of relationship that exists among teachers in a college (Haliping, 1966). The degree of relationship that exists among teachers varies from college to college. He asserted that “high intimacy may exist among teachers in some institutions while low intimacy may exist among teachers in some other institutions” Hoy and Miskel (2001) observed that “high intimacy reflects a close relationship among teachers”. Teachers in a college characterized by high intimacy know each other well and share personal issues with each other.

This kind of relationship does not end at college; they socialize on a regular basis in college and outside college. They provide strong support for each other, that is they exchange visits, know each other’s family members, they are always there for each other even in difficult situations.

They find their closest friends among their colleagues. In this kind of situation, teachers’ emotional and psychological needs are met. They get the encouragement needed to function effectively, everybody is happy and positive climate prevails. Nonetheless, high intimacy if not applied cautiously may lead to negative climate. Situations where teachers do not limit sharing of personal matters to each other. But indulge in gossiping about matters affecting other colleagues, may lead to confusion, mistrust, strive, suspicion and even quarrel.

2.7 Prevailing of Autonomous organizational climate in public Secondary Schools in Kano State

This type of climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. the principal arouses enthusiasm and diligence. Both teachers and students work with devotion. There is no external threat or influence.

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The interaction of principal and the staff members influences the organizational atmosphere. If the principal is considerate and responds to the needs of his staff and takes personal interest in matters concerning his staff, student and parent and shows keen interest and sympathy with them. Such behavior of the principal has positive effect on organizational climate (Haliping, 1966). He also asserted that, "showing concern for teachers, parent and students is the leadership" he must therefore relate to stakeholders in the way that demonstrates his/her concern for them.

Bruner and Howard (1981) opine that "the students and teachers function effectively when their basic needs are met and this contrabass. To a caring environment in which everybody cares for one another and invariably foster excellent teaching and

leaning atmosphere” to them “the principal who is highly considerate is the most effective because the development of positive personal relationship with the entire organization is the core of leadership.” Hoy and Sabo (1998) observe that “lack of consideration may contribute to teacher frustration and apathy therefore, negative climate will prevail.

2.8 Prevailing of Closed Organizational Climate in public Secondary Schools in Kano State

The closed climate represents the antithesis of the open climate’ the”. The main characteristic of this type of climate identified by Haliping (1966) is lack of commitment of unproductive disengagement. There is no commitment, especially on the part of the principal and teachers. There is no emphasis on task accomplishment; rather the principal stresses on routine, trivial and unnecessary paper work to which teachers minimally respond. The principal is strict and rigid in behaviour. He/she is inconsiderate, unsupportive and unresponsive.

Consequently, most of the teachers feel frustrated and dissatisfied. This makes the atmosphere tense. There is lack of prospect among the teachers and principal (Hoy & Sabo, 1998). Some scholars like Hoy and Miskel (2008) assert that each college has its own unique climate. This is because colleges operate in different ways. The type of climate that prevails in a college is the blend of the behaviour of the principal, teachers, students and parents in that college. Therefore, climate differs from colleges. Freiberg (1999) opines that climate is an ever-changing factor in colleges. This is because the principal may choose to have great impact on the climate that principals are seen as unfriendly; they do not show human feeling as they relate to the staff.

2.8.1 Production Emphasis

According to Haliping (1966) authoritarian and controlling behaviour of some principals also influences the climate of an organization. It crease negative feeling among the staff. A principal who emphasizes on the view that the workers show good results working under pressure and tension. He thinks that if all attention is directed towards discharging his duties; it will minimized personal clashes and conflicts in the staff of different issues.

This type of principal's behaviour influence how the staff will discharge their responsibilities and it will ultimately affect the organizational climate, Neal (2000) argues that "if there is no emphasis on production, the staff may not be concern about the accomplishment of the organizational goals. Some teachers may not take their work seriously. They may be more concerned about their personal interest at expense of their work. In view of this, this kind of behaviour undoubtedly affects the college climate. Everybody does what he like the pupils result and the image of the college are at stake.

Haliping (1966) states that "disengagement means lack of commitment to the institution" in such disengaged college, teachers engaged themselves in a trial matters. They dislike and criticized the principal. Their negative attitude is reflected in the matters. They dislike and criticize the principal. Their negative attitude is reflected in the manner they relate to one another. Hoy and Sabo (1998) has classified these teachers as individual who are just putting in their time, they some sabotage the attempt of the principal and create and unpleasant atmosphere in the college.

In contrast, in a college characterized by low disengagement or engage climate, most teachers work as a team and they committed to their work. They respect each other

and conduct themselves as professionals. The principal's negative behaviour does not prevent the teachers from doing and enjoying their work. Thus these teachers are productive regardless of the principal's weak automatic leadership.

2.8.2 Hindrance

According to Haliping (1966) hindrance is a term used to describe some teachers' attitude toward paper work and non-instructional college activities: teachers see routine duties and committee requirement as hindrance to their teaching responsibilities.

Owens (1998) assert that "these teachers are only ;concerned with teaching and consider rules, paper work and other administrative work quite unnecessary. Such teachers do not enjoy writing their daily preparation note keeping class attendance record, recording test and communicating and corresponding with parents." Other teachers according to Haliping (1966) consider administrative duties not only necessary but also useful in facilitating the achievement of the educational goals.

For example, if no teacher keeps attendance record, it implies that regular attendance/punctuality is not important. As a result, some students who have the tendency to run away from college may become truants and late coming may be taken as normal. This may eventually load to poor performance and increases in dropout rate.

In an atmosphere where teachers are burdened with paper work and other administrative duties, the teaching learning process is reflected badly. If principal over emphasize paper work so much so that it becomes an end in itself rather than a means to an end, then the teachers reluctantly carry out their task in order to avoid confrontation with the principal. Haliping (1966) observes that "this kind of situation disturbs a climate

characterized with a goal oriented mission, for teachers spend too much time on activities from which students may not benefit.”

Since some principals over emphasized paper work, it could be assumed that some other principals may not bother teachers at all on keeping necessary records, “For instance, if principal does not demand for accountability with regard to writing lesson plan, keeping attendance record, monitoring students’ progress and communicating with parents when need be, it may create a laissez –fair climate where teachers are given room to do what they like even with their teaching responsibility” (Hoy & Sabo, 1998).

2.9 Empirical Studies

The study was focused on trying to discover the evaluation of organizational climate in secondary schools in Kano State. Climate was initially used as a general notion to express the enduring quality of organizational life. In the review of the related literature for the study, it has been discovered that many researches were conducted by different researchers adopting relevant methodologies and related literature. For instance, a research was conducted by Halpin, & Croft (1963) titled: *Organizational climate of schools*. Chicago: University of Chicago, Midwest Administration Center. The study highlighted the position of worker (Academic and Non-Academic Staff), in the school, organizational properties, the idea on organizational climates and the general condition of employers towards the employees on the productivity of the organization. He adopted survey research design and collected the data through the use of questionnaire. the methodology and findings are in the support of the topic under study.

Also, a research was conducted by Muchinsky (1977) titled: *“Organizational Communication; Relationship to Organizational Climate and Job*

Satisfaction". University of Cambridge, London. The study examined relationship among measures of organizational communication, organizational climate and the job satisfaction where a complex organization with 695 employees was used as a sample. The result shows that certain dimension of organizational climate and job satisfaction has a cogent relationship with staff performance within the organization. He adopted survey research design and collected the data through the use of questionnaire and interview. The methodology and findings are in the support of the topic under study.

2.10 Summary

The review of the related literature shows that many variables are treated in the chapter, this is the understanding of the researcher on the of evaluation of organizational climate in secondary schools in Kano left much to be considered. Conceptual framework was reviewed in which conceptual definition of organization, types of organization, organizational behaviour were vividly reviewed respectively.

The chapter further reviewed prevailing organizational climate in Secondary Schools Kano State and Nigeria at large. Different leadership styles in the administering secondary schools were reviewed in line with the raised objective of the study. Organizational climate as reviewed it imbibes the principles of take and give where the chain leaders and staff line are to understand the importance of one another. The leaders are to be seeing performing their function and the staff plays their roles, which together will bring about achievement of organizational goals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter aimed at explaining the strategies and procedures followed by the researcher in collecting and analyzing data in the study. Thus a research methodology is usually the planned, structured and process of investigations, which guide the collection, and analysis of data. The chapter covers research design, population, sample and sampling technique, instrument, validity and reliability of the instruments, pilot test and procedure of data analysis.

3.2 Research Design

The survey design was adopted for this study; this is to enable the research to come up with reliable and acceptable data through the technique of questionnaire. The choice of this research design is base on the fact that it allows for the collection of the data from heterogeneous groups. This means that inferences and generalizations can be made on the entire population where data is collected.

3.3 Population

The population of this study consisted all public secondary school teachers and inspectors of fourteen Educational Zones. According to State Ministry of Education (2013), the total number of population for the study is 9,779 teachers and 111 Inspectors, Table 3.1 below provided the details of this information.

Table 3.1 Population of the Study

S/No	Zones	No. of Teachers	Principals	Number of Inspectors
1.	Bichi	482	47	06
2.	Dala	1279	112	10
3.	Danbatta	740	75	08
4.	D/Kudu	950	70	08
5.	Gwarzo	439	46	08
6.	Gaya	425	36	07
7.	Karaye	412	37	05
8.	Kura	449	45	06
9.	Minjibir	796	70	08
10.	Municipal	1365	109	12
11.	Nasarawa	1461	118	12
12.	Rano	339	34	08
13.	T/Wada	344	38	06
14.	Wudil	298	35	07
Total		9,779	847	111

Source: Kano State Ministry of Education (2013)

3.4 Sample and Sampling Technique

Out of 9,779 teachers, 2,392 were selected to derive the sample from three educational zones of the Kano State. Thus, the sample size was determined through Krieji & Morgan (1970) table of determining sample size. While, stratified random sampling was used to select the teachers, while all the inspectors were purposely taken due to their small number. Therefore, the total number of sample for the study was 366 teachers, 85 principals and 81 Ministry of Education Officials. Table 3.2 explained the details:

Table 3.2: Sample of the Study

S/NO	Name of Schools	Teachers		Principals		MOE Officials	
		Population	Sample	Population	Sample	Population of all the 14 Educational Zones of Kano State	Sample
1.	Bichi	482	76	47	20	06	04
						10	08
						08	06
						08	06
						08	06
2.	Kura	449	70	45	19	07	05
						05	03
						06	05
3.	Nasarawa	1461	220	118	46	08	06
						12	09
						12	09
						08	05
						06	04
Total		2,392	366	210	85	111	81

3.5 Instrumentation

The instrument that was used for data collection in this study was the structured questionnaire. The five (5) Likert scale options was used which included Agreed, Strongly Agreed, Undecided, Disagreed and Strongly Agreed. The questionnaire consisted the following sections: request letter; personal data of the respondents; guidelines; and opinion statements for testing the hypotheses.

3.6 Validity of the Instrument

The content validity was determined by giving it to English professionals and professionals in educational administrative and planning to check whether the instruments will be able to measure what is meant to measure and its ascertain. Kerlinga (1986) and Gay (1976) both hold the view that the validation of the content of the research instruments by expert is an important and acceptable technique.

3.7 Pilot Study

A pilot study was conducted to conform whether the instrument will be able to measure what is meant to measure. This served as a security to the final result of the study. A pilot test was conducted in Kano Municipal. 40 copies of the questionnaire were distributed. The questionnaire consisted of sections such as request letter; bio-data; guideline on how to fill the questionnaire and statement section which was designed to test the opinion of the respondents based on the hypotheses of the research. The data collected were subjected to statistical analysis through the use of reliability coefficient.

3.8 Reliability of the Instrument

Reliability of the instruments was obtained at reliability coefficient 0.77. This means that, the instrument was considered reliable and was able to consistently measure what is meant to measure. In the view of Mukherjee (1977) the average of correlation coefficient must be as high as 0.80 or there about.

3.9 Method of Data Collection

The researcher made a personal visit to the Ministry of Education and the sampled schools in the respective zones. Consultations with Kano State Ministry of Education was

made to assist with the following information, the actual number of the teachers available from each sample zone within the fourteen zones of the state. The questionnaire was structured for data collection from teachers, principals and Ministry of Education officials within Kano state Ministry of education. The questionnaire was in sections A to G, section A was on personal data, while section B-G consisted (60) items for teachers and regulatory bodies, the items were drawn based on the hypotheses. A research assistant was employed and trained on how to distribute and collect the filled questionnaire.

3.10 Procedure for Data Analysis

The data collected from the respondents were compiled and tabulated in chapter four, using frequency and percentage. Interpretations of data analysis were made after every table. The raw scores from the frequency were converted to percentages through the descriptive statistical techniques such as mean and percentage to answer the research questions. Frequency and percentage distribution were used to show the respondents perceptions on a given item on the table. At the end, to test the postulated hypotheses of this research inferential statistics of Analysis of Variance (ANOVA) was employed to analyze the data. While the hypotheses were tested at 0.05 significance level.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter presents the analysis and discussion of data collected for the study. The presentation is of two sections: section (A) consisted bio- data of respondent which involved: status, gender, marital status, Age, qualification and years of experience. While, Section (B) consisted data presentation and analysis which include 1-60 item statements as well as the opinions of respondents based on the formulated hypotheses.

A total of 366 copies of the questionnaire were distributed to teachers, but only 230 were returned. Also, 85 copies of the questionnaire were distributed to the principals; 49 were retrieved, 81 copies of the questionnaire were distributed to the Ministry of Education officials; only 60 copies were retrieved. Hence, a total of 532 copies of the questionnaire were distributed but only 339 were returned.

The analysis was therefore based on the data gathered from the above mentioned number of returned questionnaires. The data was also presented in tabular form. Each table contains serial number, item statements, category of respondents, respondents' opinion was presented in frequencies and percentages. Moreover, the chapter contains interpretation of hypotheses testing in tabular forms with explanations of acceptance or rejection based on Analysis of Variance (ANOVA). Sixty item Statements were used in the assessment of the respondents' opinions (Appendix A). Six tables were presented, and item analysis was done in the presentation of findings.

4.2 Bio-Data

This section gives information on Bio-Data of the respondents using frequency table and simple percentage; it covers items 1-6 which include: status, gender, types of school, age, qualifications and years of experience. Table 4.5 is on status of respondents:

Table 4.5: Status of Respondents

Category	F	%
Teachers	230	68
Principals	49	15
Ministry of Education Officials	60	18
Total	339	101

Table 4.5 shows status of the respondents by category. The table shows that teachers have the highest frequency and percentage. Table 4.6 below is on gender of the respondents.

Table 4.6: Gender of Respondents

Gender	F	%
Male	227	67
Female	112	33
Total	339	100

The above table shows gender of the respondents by category. The table also shows that male have the highest frequency and percentage. And the table 4.7 below is on types of school.

Table 4.7: Types of School

Gender	F	%
Day	278	82
Boarding	61	18
Total	339	100

The above table shows types school by category. The table also shows that day schools have the highest frequency and percentage. And the table 4.8 below is on age of respondents.

Table 4.8: Age of Respondents

Age									
20-30		31-40		41-50		51- above		Total	
F	%	F	%	F	%	F	%	F	%
14	4	65	19	114	34	146	43	339	100

The above table shows the age of respondents in frequency and percentage. The age between 51 and above has the higher frequency of with 43%. Table 4.9 below is on qualifications of the respondents.

Table 4.9: Qualifications of Respondents

Qualifications									
Diploma		NCE		B.ED		M.ED		Total	
F	%	F	%	F	%	F	%		
196	58	106	31	28	8	9	3	339	100

The above table shows the qualification of respondents, in which discovered that Diploma holders have the highest frequency and percentage, followed by NCE then B.ED. The table 4.10 below is on years of work experience of the respondents.

Table 4.10: Years of Experience of Respondents

Years of Experience									
1-10		11-20		21-30		31-35		Total	
F	%	F	%	F	%	F	%	F	%
29	9	35	10	83	25	182	54	339	100

Table shows the years of experience of respondents. From the table, it was discover that years between 31-35 have the higher frequency and percentage.

4.3 Opinions of Respondents on Evaluation of Organizational Climates in Public Secondary Schools in Kano State, Nigeria

This section (B-G) presents the analysis and discussion of data related to the raised objectives of the study; these are: Examine the prevailing of open organizational climate in public Secondary School in Kano state; assess the prevailing of controlled organizational climate in Secondary public School in Kano state; Ascertain the prevailing of familiar organizational climate in public Secondary School in Kano State; assess the prevailing of paternal organizational climate in public Secondary School in Kano state; examine the prevailing of autonomous organizational climate in public Secondary School in Kano State; determine the prevailing of closed organizational climate in public Secondary School in Kano state; The analysis was presented by use frequency tables and simple percentages. The respondents' responses ranged from tables 4.7 to 4.11 respectively.

4.3.1 Prevailing open organizational climate in public Secondary Schools in Kano state

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 1 attempts to find out whether positive attitudes of teachers to their principal improve the social interaction in the School; Item 2 attempts to find out whether teachers' involvement in decision making enhances interpersonal relationship between teachers and principal in the school, hence, item 3 investigates democratic leadership style of principal improves teaching and learning process in the school; Item 4 tries to investigate whether students'

academic performances will develop if principal directs teachers toward the achievement of educational objectives in the school; Further more; Item 5 investigates whether quality of teachers to their teaching subjects improves student-teacher relationship in the school; Item 6 asked whether involvement of parent in decision making encourages school community relationship in the school, Item 7 attempts to find out whether mutual understanding between teachers and principal improves students' academic performance in secondary schools in Kano State.

However, item 8 investigates whether adequate provision of curricular activities improves cordial relationship among the students in the school; Item 9 attempts to find out respect between teachers and students improve better condition of services in the school; item 10 investigates whether control of reward to the students enhances principal-student relationship in secondary schools in Kano State. Details of the responses of both teachers and educational administrators were explained in table 4.11.

Table 4.11: Opinions of Respondents on the Prevailing open Organizational Climate in Public Secondary Schools in Kano state

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Positive attitudes of teachers to their principal improve the social interaction in the School.	Teacher	117	51	15	7	98	43	230	100
		Principal	24	49	3	6	22	45	49	100
		MOE official	41	68	5	8	14	23	60	100
2	Teachers' involvement in decision making enhances interpersonal relationship between teachers and principal in the school.	Teacher	140	61	51	22	39	17	230	100
		Principal	26	53	10	20	13	27	49	100
		MOE official	40	67	12	20	8	13	60	100
3	Democratic leadership style of principal improves teaching and learning process in the school.	Teacher	131	57	78	34	21	9	230	100
		Principal	24	49	20	41	5	10	49	100
		MOE official	33	55	21	35	6	10	60	100
4	Students' academic performances will develop if principal directs teachers toward the achievement of educational objectives in the school.	Teacher	105	46	64	28	61	27	230	100
		Principal	20	41	15	31	14	29	49	100
		MOE official	26	43	17	28	17	28	60	100
5	Quality of teachers to their teaching subjects improves student-teacher relationship in the school.	Teacher	189	82	20	9	21	9	230	100
		Principal	34	69	8	16	7	14	49	100
		MOE official	44	73	4	7	12	20	60	100
6	Involvement of parent in decision making encourages school community relationship in the school.	Teacher	149	65	52	23	29	13	230	100
		Principal	27	55	15	31	7	14	49	100
		MOE official	35	58	16	27	9	15	60	100
7	Mutual understanding between teachers and principal improves students' academic performance in the school.	Teacher	138	60	45	20	47	20	230	100
		Principal	20	41	11	22	8	16	49	100
		MOE official	43	72	9	15	8	13	60	100
8	Adequate provision of curricular activities improves cordial relationship among the students in the school.	Teacher	140	61	50	22	40	17	230	100
		Principal	23	47	17	35	9	18	49	100
		MOE official	27	45	21	35	12	20	60	100
9	Respect between teachers and students improve better condition of services in the school.	Teacher	128	56	27	12	75	33	230	100
		Principal	23	47	5	10	21	43	49	100
		MOE official	41	68	3	5	16	27	60	100
10	Control of reward to the students enhances principal-student relationship in the school.	Teacher	119	52	24	10	87	38	230	100
		Principal	27	55	4	8	18	37	49	100
		MOE official	44	73	5	8	11	10	60	100

Table 4.11, shows consensus in the opinions of teachers, principal and Ministry officials in response to item 1. The Item attempts to find out whether positive attitudes of teachers to their principal improve the social interaction in the School; it was 51% of teacher and 68% of MOE officials agreed with statement, while 51% of principals disagreed with the idea. Item 2 endeavor to find out whether teachers' involvement in decision making enhances interpersonal relationship between teachers and principal in the school, it was discovered that 61% of teacher, 53% principals and 67% of MOE officials agreed with statement.

Hence, item 3 investigates whether democratic leadership style of principal improves teaching and learning process in the school; the responses showed that 57% of teacher and 55% of MOE officials agreed with statement; but 51% of principals opposed the statement respectively. Item 4 tries to investigate whether students' academic performances will develop if principal directs teachers toward the achievement of educational objectives in the school; it was discovered that 54% of teacher, 59% principals and 57% of MOE officials disagreed with statement. Further more; Item 5 investigates whether quality of teachers to their teaching subjects improves student-teacher relationship in the school; the result showed that 82% of teacher, 69% principals and 73% of MOE officials agreed with statement. With regards to item 6, it was asked whether involvement of parent in decision making encourages school community relationship in the school, the responses revealed that 65% of teacher, 55% principals and 58% of MOE officials agreed with statement. The responses of item 7 which endeavour to find out whether mutual understanding between teachers and principal improves students' academic performance in secondary schools in Kano State. the responses

showed that 60% of teacher, 72% of MOE officials agreed with statement. While, 59% of principals disagreed the idea. This means that; most of the respondents respect the influence and workability of open organizational climate in enhancing mutual relation secondary schools in Kano State.

However, item 8 investigates whether adequate provision of curricular activities improves cordial relationship among the students in the school; it was 61% of teacher agreed with the statement. While, 53% principals and 55% of MOE officials disagreed with statement. In item 9, opinions of respondents were asked whether respect between teachers and students improves better condition of services in the school; the responses revealed that 56% of teacher, and 68% of MOE officials agreed with statement; while 53% of principals did not agreed with the idea. Item 10 further investigates whether control of reward to the students enhances principal-student relationship in secondary schools in Kano State. It was 52% of teacher, 55% principals and 73% of MOE officials agreed with statement. This also, showed that there were cordial relationships among the entire stakeholders of education in secondary schools in Kano state. it is also, advised that each one of those stakeholders should actively participate in harmonizing educational administration in secondary schools so as to achieve desired educational objectives.

4.3.2 Prevailing Controlled Organizational Climate in Public Secondary Schools in Kano State

This section covers item 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 11 endeavours to find out whether most of the teachers are not participating in extra-curricular activities in the school; Item 12 asks whether principal is in the habit of avoiding familiarity with their teachers in the school; Also, item 13 tried to investigate

whether principal strictly maintain rules and regulations in the school, while, Item 14 attempts to find out whether Teachers disobey autocratic leadership style in Public secondary schools in Kano State.

Further more; Item 15 investigates whether parents do not encourage school administrator by paying visit to the school in the school; Item 16 asked whether teachers are committed and spend more time on paper work in the school, Item 17 attempts to find out whether PTA members are always ready to help the principal to deal with administrative problems in secondary schools in Kano State. In addition, item 18 investigates whether principal is always in contact with the PTA members in the school. Item 19 further attempts to find out effective communications enhance cordial relationship between principal and PTA members in the school. And item 20 investigates whether mutual understanding, trust and cooperation among stakeholders of the school improve teaching and learning process in the school. Details of the responses of both teachers and educational administrators were explained in table 4.12:

Table 4.12: Opinions of Respondents on the Prevailing Controlled Organizational Climate in Public Secondary Schools in Kano State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
11	Most of the teachers are not participating in extra-curricular activities in the school.	Teacher	184	80	12	5	34	15	230	100
		Principal	40	82	-	-	9	18	49	100
		MOE official	53	88	2	3	5	8	60	100
12	Principal is in the habit of avoiding familiarity with their teachers in the school.	Teacher	128	56	43	19	59	26	230	100
		Principal	23	47	11	22	15	31	49	100
		MOE official	21	35	23	38	16	27	60	100
13	Principal strictly maintain rules and regulations in the school.	Teacher	107	47	32	14	91	40	230	100
		Principal	20	41	4	8	25	51	49	100
		MOE official	27	45	7	12	26	43	60	100
14	Teachers disobey autocratic leadership style in the school.	Teacher	138	60	30	13	62	27	230	100
		Principal	24	49	7	14	18	37	49	100
		MOE official	30	50	11	18	19	32	60	100
15	Parents do not encourage school administrator by paying visit to the school in the school.	Teacher	100	43	62	27	68	30	230	100
		Principal	18	37	18	37	13	27	49	100
		MOE official	26	43	19	32	15	25	60	100
16	Teachers are committed and spend more time on paper work in the school.	Teacher	144	63	26	11	60	26	230	100
		Principal	34	69	5	10	12	24	49	100
		MOE official	47	78	5	8	8	13	60	100
17	PTA members are always ready to help the principal to deal with administrative problems in the school.	Teacher	136	59	57	25	37	16	230	100
		Principal	37	62	12	20	11	18	49	100
		MOE official	37	65	12	25	5	10	60	100
18	Principal is always in contact with the PTA members in the school.	Teacher	99	43	59	26	72	31	230	100
		Principal	21	43	15	31	13	27	49	100
		MOE official	35	58	14	23	11	18	60	100
19	Effective communications enhance cordial relationship between principal and PTA members in the school.	Teacher	122	53	36	16	72	31	230	100
		Principal	18	37	15	31	16	33	49	100
		MOE official	30	50	12	20	18	30	60	100
20	Mutual understanding, trust and cooperation among stakeholders of the school improve teaching and learning process in the school.	Teacher	103	45	34	15	93	40	230	100
		Principal	17	35	7	14	25	51	49	100
		MOE official	31	52	5	8	24	40	60	100

From table 4.12, there was a high degree of agreement among teachers, principal, and Ministry of Education officials in response to item 11. The item endeavours to find out whether most of the teachers are not participating in extra-curricular activities in the school; It was 80% of teacher, 82% principals and 88% of MOE officials agreed with statement. Item 12 asks whether principal is in the habit of avoiding familiarity with their teachers in the school; the responses showed that 56% of teacher agreed with this statement. While, 53% principals and 65% of MOE officials opposed the idea apparently. In respect of item 13, the respondents were asked whether principal strictly maintain rules and regulations in the school, It was 53% of teacher, 59% principals and 55% of MOE officials disagreed with statement. In item 14, attempt was made to find out whether teachers disobey autocratic leadership style in secondary schools in Kano State. It was 60% of teacher and 50% of MOE officials agreed with statement; whereby 51% of principals argued the idea. This means that autocratic leadership style discourages teacher-principal relationship in Public secondary schools in the schools.

Further more; Item 15 investigates whether parents do not encourage school administrator by paying visit to the school in the school; all the responses were in argument with the statement, because, 57% of teacher, 63% principals and 57% of MOE officials disagreed with statement. Item 16 asked whether teachers are committed and spend more time on paper work in the school, It was 63% of teacher, 69% principals and 78% of MOE officials agreed with statement. Item 17 attempts to find out whether PTA members are always ready to help the principal to deal with administrative problems in secondary schools in Kano State. It was 59% of teacher, 62% principals and 65% of MOE officials supported the idea. In addition, item 18 investigates whether principal is

always in contact with the PTA members in the school. It was agreed by only 58% of MOE officials, while, 57% principals and 57% of MOE officials did not agree with statement respectively. In item 19, respondents were asked to find out whether effective communications enhance cordial relationship between principal and PTA members in the school.

The responses showed that 53% of teacher, 50% of MOE officials agreed with statement. While, 63% of principals denied the idea. And item 20 investigates whether mutual understanding, trust and cooperation among stakeholders of the school improve teaching and learning process in secondary schools in Kano State. The discovered responses showed that only 52% of MOE officials that agreed with the statement. While, 55% teachers as well as 65% of principals disagreed with statement. From the above responses, we deduce that most of the respondents believed that mutual understanding and cordial relationship could only be achieved when there were effective communications trust and cooperation among the entire stakeholders of education. Therefore, this should be served as encouragement toward the principals, teachers and the community themselves.

4.3.3 Prevailing Familiar Organizational Climate in Public Secondary Schools in Kano State

This section covers item 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 21 asked if conflict arises between teachers and principal, if teachers refuse to accomplish their primary assignment in the school; Item 22 attempts to find out whether teachers form a clique and do not share same views with principal and their colleagues in the school; also, item 23 tried to investigate whether due to the inactivity of the principal, some cliques

within the school are given freedom to reach individual or group decision in the school, whereas, Item 24 attempts to find out whether principal in the school are not following due process in term of executing decision making in secondary schools in Kano State.

Further more; Item 25 investigates whether most of the teachers are committed to the work due to conducive climatic condition of the environment in the school; hence, in item 26 opinion of respondents was asked whether channels of communication between the principal and the teachers are very effective in the school, Item 27 tries to confirm whether the strategies employed by the principal in term of community relation are cordial in the school, Item 28 further investigates whether an opportunity for a direct contact is provided by the principal for community consumption in the school, Item 29 also attempts to find out All the schools are displayed for the interest of the community in the school And item 30 investigated whether principal plan and coordinate the visit of school to the homes of students in the school. Details of the responses of both teachers and educational administrators were vividly explained in table 4.13.

Table 4.13: Opinions of Respondents on the Prevailing Familiar Organizational Climate in Secondary Schools in Kano State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
21	Conflict arises between teachers and principal, if teachers refuse to accomplish their primary assignment in the school.	Teacher	193	84	15	7	22	10	230	100
		Principal	46	94	2	4	3	6	49	100
		MOE official	50	83	6	10	4	7	60	100
22	Teachers form a clique and do not share same views with principal and their colleagues in the school.	Teacher	116	50	40	17	74	32	230	100
		Principal	19	39	17	35	13	27	49	100
		MOE official	32	53	13	22	15	25	60	100
23	Due to the inactive of the principal, some cliques within the school are given freedom to reach individual or group decision in the school.	Teacher	163	71	45	20	22	10	230	100
		Principal	40	82	4	8	5	10	49	100
		MOE official	46	77	5	8	9	15	60	100
24	Principal in the school are not following due process in term of executing decision making in the school.	Teacher	192	83	19	8	19	8	230	100
		Principal	40	82	3	6	6	12	49	100
		MOE official	54	90	2	3	4	7	60	100
25	Most of the teachers are committed to the work due to conducive climatic condition of the environment in the school.	Teacher	126	55	52	23	52	23	230	100
		Principal	22	45	14	29	13	27	49	100
		MOE official	30	50	22	37	8	13	60	100
26	The channels of communication between the principal and the teachers are very effective in the school.	Teacher	179	78	31	14	20	9	230	100
		Principal	42	86	3	6	4	8	49	100
		MOE official	48	21	8	13	4	7	60	100
27	The strategies employed by the principal in term of community relation are cordial in the school.	Teacher	151	66	33	14	46	20	230	100
		Principal	35	71	3	6	11	22	49	100
		MOE official	36	60	12	20	12	20	60	100
28	An opportunity for a direct contact is provided by the principal for community consumption in the school.	Teacher	155	67	34	15	41	18	230	100
		Principal	36	73	6	12	7	14	49	100
		MOE official	42	70	15	25	3	5	60	100
29	All the schools are displayed for the interest of the community in the school.	Teacher	173	75	20	9	37	16	230	100
		Principal	43	88	2	4	4	8	49	100
		MOE official	50	83	5	8	5	8	60	100
30	Principal plans and coordinates the visit of school to the homes of students in the school.	Teacher	163	71	42	18	25	11	230	100
		Principal	33	67	12	25	4	8	49	100
		MOE official	38	63	17	28	5	8	60	100

From table 4.13, there seems to be a consensus among teachers, principals and Ministry of Education officials in response to item 21. The item, asked if conflict arises between teachers and principal, if teachers refuse to accomplish their primary assignment in the school. It was 84% of teacher, 94% principals and 93% of MOE officials agreed with statement. Item 22 further attempts to find out whether teachers form a clique and do not share same views with principal and their colleagues in the school. The responses indicated that 50% of teacher and 53% of MOE officials agreed with statement. While, 61% of principals did not supported the idea. Also, item 23 tried to investigate whether due to the inactive of the principal, some cliques within the school are given freedom to reach individual or group decision in the school, It was 71% of teacher, 82% principals and 77% of MOE officials agreed with statement. Whereas, Item 24 attempts to find out whether principal in the school are not following due process in term of executing decision making in secondary schools in Kano State. It was 83% of teacher, 82% principals and 90% of MOE officials agreed with statement. These responses clearly indicated that principals are blamed with some autocratic leadership style, this is by not following due process in terms of executing school decision making. Therefore advice was given to improve democratic leadership style in the administration of secondary schools in Kano state.

Further more; Item 25 investigates whether most of the teachers are committed to the work due to conducive climatic condition of the environment in the school. The discovered responses showed that 55% and 50% of MOE officials agreed with statement, while, 55% of principals did not support the idea. Hence, item 26 asked the opinion of respondents whether channels of communication between the principal and the teachers

are very effective in the school, It was 78% of teacher, and 86% of principals agreed with statement. And 79 of MOE officials disagreed with the statement. Thus, item 27 tries to confirm whether the strategies employed by the principal in term of community relation are cordial in the school. It was 66% of teacher, 71% principals and 60% of MOE officials agreed with statement respectively. Likewise, In item 28, opinions of respondents were asked whether an opportunity for a direct contact is provided by the principal for community consumption in the school, the result showed that 67% of teacher, 73% principals and 70% of MOE officials agreed with statement. Item 29 also attempts to find out whether all the schools are displayed for the interest of the community in the school. It was 75% of teacher, 88% principals and 83% of MOE officials agreed with statement. And item 30 investigated whether principal plans and coordinates the visit of school to the homes of students in secondary schools in Kano State. It was 71% of teacher, 67% principals and 63% of MOE officials agreed with statement. From the above responses, we discovered that most of the respondents are unanimously agreed with most of the statements. Therefore, additional calls are made toward the school administrators to enhance cordial relationship in secondary schools in Kano state.

4.3.4 Prevailing Paternal Organizational Climate in Public Secondary Schools in Kano State

This section covers item 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether due to good atmosphere, teachers work hard in the school in Kano State; Item 32 asked whether as a result of autocratic nature of principal's leadership, teachers perform below expectation in the school; However, item 33 tries to investigate

whether the existing relationship between teachers, principal and students exchange visits to one another in the school, Item 34 attempts to discover if during unfavorable condition, both teachers and students help one another in Public secondary schools in Kano state.

Item 35 further investigates if due to cordial relationship between teachers, principal and students exchange visits to each other; likewise, item 36 asked the opinion of respondents on whether students are bold enough to express their feelings to their teachers in any situation in the school; On item 37 respondents were asked whether some of the teachers indulge themselves in gossiping about matters affecting other colleagues in the school; Nevertheless, Item 38 further investigated whether teachers develop conflict due to gossiping and rumour mongering in the school, Item 39 asked the respondents if due to cordial relationship among teachers, their emotional and psychological needs are met in the school. Lastly, item 40 investigated whether teachers and principal are in the habit of sharing of personal matters to each other in the school. Details of the responses of both teachers and educational administrators were vividly explained in table 4.14.

Table 4.14: Opinions of Respondents on the Prevailing Paternal Organizational Climate in Public Secondary Schools in Kano State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
31	Due to good atmosphere, teachers work hard in the school.	Teacher	192	83	10	4	28	12	230	100
		Principal	45	92	1	2	3	6	49	100
		MOE official	49	82	3	5	8	13	60	100
32	As a result of autocratic nature of principal's leadership, teachers perform below expectation in the school.	Teacher	140	61	19	8	71	31	230	100
		Principal	30	61	3	6	16	33	49	100
		MOE official	36	60	3	5	21	35	60	100
33	The existing relationship between teachers, principal and students exchange visits to one another in the school.	Teacher	169	74	41	18	20	9	230	100
		Principal	39	80	5	10	5	10	49	100
		MOE official	41	68	10	17	9	15	60	100
34	During unfavorable condition, both teachers and students help one another in the school.	Teacher	125	54	46	20	59	26	230	100
		Principal	30	61	9	18	10	20	49	100
		MOE official	30	50	14	23	16	27	60	100
35	Due to cordial relationship between teachers, principal and students exchange visits to each other.	Teacher	132	57	44	19	54	23	230	100
		Principal	27	55	9	18	13	27	49	100
		MOE official	33	55	13	21	14	23	60	100
36	Students are bold enough to express their feelings to their teachers in any situation in the school.	Teacher	107	47	57	24	66	29	230	100
		Principal	19	39	13	26	17	35	49	100
		MOE official	27	47	18	30	15	25	60	100
37	Some of the teachers indulge themselves in gossiping about matters affecting other colleagues in the school.	Teacher	100	43	51	22	69	30	230	100
		Principal	20	41	12	24	17	35	49	100
		MOE official	29	48	13	21	18	30	60	100
38	Teachers develop conflict due to gossiping and rumour mongering in the school.	Teacher	100	43	46	20	84	37	230	100
		Principal	22	45	14	28	13	27	49	100
		MOE official	31	52	12	20	17	28	60	100
39	Due to cordial relationship among teachers, their emotional and psychological needs are met in the school.	Teacher	139	60	56	24	35	15	230	100
		Principal	26	53	18	36	5	10	49	100
		MOE official	39	65	12	20	9	15	60	100
40	Teachers and principal are in the habit of sharing of personal matters to each other in the school.	Teacher	155	67	32	13	43	19	230	100
		Principal	37	76	9	18	3	6	49	100
		MOE official	46	77	8	13	6	10	60	100

From table 4.14, there seems to be a congruent in the opinion of teachers, principals and Ministry of Education officials in response to item 31. The item endeavour to find out whether due to good atmosphere, teachers work hard in the school in Kano State. The result showed that 83% of teacher, 92% principals and 82% of MOE officials agreed with statement. Item 32 asked whether as a result of autocratic nature of principal's leadership, teachers perform below expectation in the school; the discovered responses showed that 61% of teacher, 61% principals and 60% of MOE officials agreed with statement. However, item 33 tries to investigate whether the existing relationship between teachers, principal and students exchange visits to one another in the school. It was 74% of teacher, 80% principals and 68% of MOE officials agreed with statement. Item 34 attempts to discover if during unfavorable condition, both teachers and students help one another in secondary schools in Kano state. The responses showed that 54% of teacher, 61% principals and 50% of MOE officials agreed with statement. These means that most of the respondents are satisfied with most of the presented statements.

However, item 35 further investigates if due to cordial relationship between teachers, principal and students exchange visits to each other; the result showed that 57% of teacher, 55% principals and 55% of MOE officials agreed with statement. Likewise, item 36 asked the opinion of respondents on whether students are bold enough to express their feelings to their teachers in any situation in the school; it was 53% of teacher, 61% principals and 53% of MOE officials agreed with statement. On item 37 respondents were asked whether some of the teachers indulge themselves in gossiping about matters affecting other colleagues in the school. The result showed that 57% of teacher, 59% principals and 52% of MOE officials disagreed with statement respectively.

Nevertheless, Item 38 further investigated whether teachers develop conflict due to gossiping and rumour mongering in the school. The respondents' opinions showed that 57% of teacher and 55% principals disagreed with the idea respectively. Only 52% of MOE officials agreed with statement. Item 39 seek the opinions of respondents if due to cordial relationship among teachers, their emotional and psychological needs are met in the school.

The result showed that 60% of teacher, 53% principals and 65% of MOE officials agreed with statement. Lastly, item 40 investigated whether teachers and principal are in the habit of sharing of personal matters to each other in secondary schools in Kano State. Hence, the result showed that 67% of teacher, 76% principals and 77% of MOE officials agreed with statement. From the responses of this section, it was discovered that most of the respondents agreed with the statements. Therefore, principals, teachers and students should work together toward the achievement of desired educational objectives.

4.3.5 Prevailing Autonomous Organizational Climate in Public Secondary Schools in Kano State

This section contained item 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 41 investigates whether freedom of participation in school decision making motivates teachers to work hard in public secondary school in Kano State. Item 42 asked if hardworking principal motivates teachers to be dedicated on their responsibilities in the school; Item 43 tried to investigate whether sharing of responsibilities improves principal-teacher relationship in the school; whereas, item 44 attempts to find out if Justice and thrust principal harmonizes school community relationship in Public secondary schools in Kano State.

Item 45 further investigates whether adequate satisfaction of teachers needs to enhance teacher-principal relationship in the school; in item 46, opinions of respondents were asked whether effective communication improves relationship between teachers, students and principal in the school, item 47 tries to confirm whether praise and reinforcement encourage students to work hard in the school. Nevertheless, item 48 investigates whether democratic supervision by the principal enhances teacher-principal relationship in the school. Item 49 further asked if sharing some of school facilities with community members improves school community relationship in the school. Finally, item 50 intended to ask educational goals are positively achieved through effective teacher-principal relationship in Public secondary schools in Kano State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.15.

Table 4.15: Opinions of Respondents on the Prevailing Autonomous Organizational Climate in Public Secondary Schools in Kano State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
41	Freedom of participation in school decision making motivates teachers to work hard in the school.	Teacher	191	83	13	5	26	11	230	100
		Principal	21	43	9	18	19	39	49	100
		MOE official	37	62	13	21	10	17	60	100
42	Hardworking principal motivates teachers to be dedicated on their responsibilities in the school.	Teacher	191	83	13	5	26	11	230	100
		Principal	42	36	1	2	6	12	49	100
		MOE official	53	88	3	5	4	7	60	100
43	Sharing of responsibilities improves principal-teacher relationship in the school.	Teacher	137	60	54	23	39	17	230	100
		Principal	28	57	9	18	12	24	49	100
		MOE official	37	62	13	21	10	17	60	100
44	Justice and thrust principal harmonizes school community relationship in the school.	Teacher	126	55	29	12	75	33	230	100
		Principal	21	43	9	18	19	39	49	100
		MOE official	34	57	8	13	18	30	60	100
45	Adequate satisfaction of teachers needs to enhance teacher-principal relationship in the school.	Teacher	175	76	22	9	33	14	230	100
		Principal	39	80	6	12	4	8	49	100
		MOE official	49	82	6	10	5	8	60	100
46	Effective communication improves relationship between teachers, students and principal in the school.	Teacher	168	73	24	10	38	17	230	100
		Principal	35	71	6	12	8	16	49	100
		MOE official	41	68	8	13	11	18	60	100
47	Praise and reinforcement encourage students to work hard in the school.	Teacher	147	64	52	22	31	13	230	100
		Principal	28	57	12	24	9	18	49	100
		MOE official	31	52	21	35	8	13	60	100
48	Democratic supervision by the principal enhances teacher-principal relationship in the school.	Teacher	171	74	11	4	48	21	230	100
		Principal	37	76	3	6	9	18	49	100
		MOE official	41	68	6	10	13	22	60	100
49	Sharing some of school facilities with community members improves school community relationship in the school.	Teacher	122	53	17	7	91	40	230	100
		Principal	22	45	10	20	17	35	49	100
		MOE official	33	55	5	8	22	37	60	100
50	Educational goals are positively achieved through effective teacher-principal relationship in the school.	Teacher	113	49	17	7	100	43	230	100
		Principal	22	45	5	10	22	45	49	100
		MOE official	28	47	7	11	25	42	60	100

From table 4.15, there seems to be consensus among teachers, principals and Ministry of Education officials in response to item 41. Item 41 investigates whether freedom of participation in school decision making motivates teachers to work hard in school in Kano State. The result showed that 83% of teacher and 62% of MOE officials agreed with statement; while, 57% principals disagreed with this item respectively. Item 42 asked if hardworking principal motivates teachers to be dedicated on their responsibilities in the school. The result showed that 83% of teacher and 88% of MOE officials agreed with statement; while, 64% principals disagreed with this item accordingly. Item 43 tried to investigate whether sharing of responsibilities improves principal-teacher relationship in the school; the responses proved that 60% of teacher, 57% of principals and 62% of MOE officials agreed with statement. Whereas, item 44 attempts to find out if Justice and thrust principal harmonizes school community relationship in secondary schools in Kano State. The result revealed that 55% of teacher and 57% of MOE officials agreed with statement; while, 57% of principals disagreed with this item.

In item 45 opinions of respondents were asked whether adequate satisfaction of teachers needs to enhance teacher-principal relationship in the school. The result showed that 76% of teachers, 80% of principals and 82% of MOE officials agreed with statement. In item 46, opinions of respondents were asked whether effective communication improves relationship between teachers, students and principal in the school. It was revealed that 73% of teachers, 71% of principals and 68% of MOE officials agreed with statement respectively. From the response, it can be seen that most of the responses

unanimously agreed with most of the items, and that the principals have a vital role to play on enhancing cordial relationship in public secondary schools in Kano State.

In item 47, the respondents were asked whether praise and reinforcement encourage students to work hard in the school. The result showed that 64% of teachers, 57% of principals and 52% of MOE officials agreed with statement. Nevertheless, item 48 investigates whether democratic supervision by the principal enhances teacher-principal relationship in the school. It was also discovered that 74% of teachers, 76% of principals and 68% of MOE officials agreed with statement. Item 49 further asked if sharing some of school facilities with community members improves school community relationship in the school. The result showed that 53% of teachers and 55% of MOE officials agreed with statement; while, 55% principals disagreed with this item respectively. Finally, item 50 intended to ask educational goals are positively achieved through effective teacher-principal relationship in secondary schools in Kano State. The responses proved that 51% of teachers, 55% of principals and 53% of MOE officials disagreed with statement. The above responses revealed that most of the respondents believed that educational goals could be achieved through effective teacher-principal relationship in secondary schools in Kano State. Therefore, both the teachers and educational administrators should work hard to improve climatic conditions in Public secondary school in Kano State.

4.3.5 Prevailing Closed Organizational Climate in Public Secondary Schools in Kano State

This section contained item 51 to 60 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 51 investigates whether principal and teachers are giving more priority on paper work than

any activity in secondary schools in Kano State. Item 52 asked if most of the teachers feel frustrated and discomfort with leadership style of the principal in the school; Item 53 tried to investigate whether there is lack of prospect among the teachers and principal in the school. Whereas, Item 54 attempts to find out if the behaviour of the principal, teachers, students and parents in the school is not different from those of other schools. Item 55 further investigates whether most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in Public secondary schools in Kano State.

In item 56, opinions of respondents were asked if principal believes that teachers that work under pressure and tension show good result in the school, item 57 tries to confirm whether Teachers are more concerned for their personal interest of expenses of their work in the school. Nevertheless, item 58 investigates whether some teachers sabotage the work of the principal and create and unpleasant atmosphere in the school. Item 59 further asked if Most of the teachers do not work as a team and not committed to their work in the school due to the principal's to their work. Finally, item 60 intended to ask if some teachers do not write their daily lesson note, and lesson plan in the class attendance record in Public secondary schools in Kano State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.16.

Table 4.16: Opinions of Respondents on the Prevailing Closed Organizational Climate in Public Secondary Schools in Kano State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
51	Principal and teachers are giving more priority on paper work than any activity in the school.	Teacher	106	46	15	6	109	47	230	100
		Principal	19	39	3	6	27	55	49	100
		MOE official	27	45	21	35	33	55	60	100
52	Most of the teachers feel frustrated and discomfort with leadership style of the principal in the school.	Teacher	94	41	82	36	54	23	230	100
		Principal	21	42	17	35	11	22	49	100
		MOE official	31	52	15	25	14	23	60	100
53	There is lack of prospect among the teachers and principal in the school.	Teacher	135	59	72	31	23	10	230	100
		Principal	30	61	16	33	3	6	49	100
		MOE official	36	60	18	30	6	10	60	100
54	The behaviour of the principal, teachers, students and parents in the school is not different from those of other schools.	Teacher	131	60	62	27	37	16	230	100
		Principal	26	53	7	14	12	24	49	100
		MOE official	35	58	10	17	15	25	60	100
55	Most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in the school.	Teacher	117	51	15	7	98	43	230	100
		Principal	24	49	3	6	22	45	49	100
		MOE official	41	65	5	8	14	23	60	100
56	Principal believes that teachers that work under pressure and tension show good result in the school.	Teacher	140	61	51	22	39	17	230	100
		Principal	26	53	10	20	13	27	49	100
		MOE official	40	67	12	20	8	13	60	100
57	Teachers are more concerned for their personal interest of expenses of their work in the school.	Teacher	131	57	78	34	21	9	230	100
		Principal	24	49	20	41	5	10	49	100
		MOE official	33	55	21	35	6	10	60	100
58	Some teachers sabotage the work of the principal and create and unpleasant atmosphere in the school.	Teacher	105	46	64	28	61	27	230	100
		Principal	20	41	15	31	14	16	49	100
		MOE official	26	43	17	28	17	28	60	100
59	Most of the teachers do not work as a team and not committed to their work in the school due to the principal's to their work.	Teacher	189	82	20	9	21	9	230	100
		Principal	34	69	8	16	7	14	49	100
		MOE official	44	73	4	7	12	20	60	100
60	Some teachers do not write their daily lesson note, and lesson plan in the class attendance record in the school.	Teacher	149	65	52	23	29	13	230	100
		Principal	27	55	15	31	7	14	49	100
		MOE official	35	58	16	27	9	15	60	100

From table 4.16, there seems to be consensus among teachers, principals and Ministry of Education officials in response to item 51. The item asked whether principal and teachers are giving more priority on paper work than any activity in the school. The responses proved that all the 54% of teachers, 61% principals and 55% of MOE officials disagreed with statement. Also, item 52 asked the opinion of respondents whether most of the teachers feel frustrated and discomfort with leadership style of the principal in the school. The responses showed that 59% of teachers and 58% principals disagreed with statement. Only 52% of MOE officials agreed with statement.

Nevertheless, item 53 tried to investigate whether there is lack of prospect among the teachers and principal in the school. The responses proved that 59% of teachers, 61% principals and 60% of MOE officials agreed with statement. Additionally, Item 54 attempts to find out if the behaviour of the principal, teachers, students and parents in the school is not different from those of other schools. It was discovered that 60% of teachers, 53% principals and 58% of MOE officials agreed with this item respectively. From the above responses, it can be proved that most of the respondents believed that behaviour of school administrator influences teachers, students and the community to cooperate with school or otherwise. Therefore, this should be a challenge to all secondary schools' administrators in Kano State.

Item 55 further investigates whether most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in secondary schools in Kano State. It was discovered that 61% of teachers, 53% principals and 67% of MOE officials agreed with this item respectively. In item 56, opinions of respondents were asked whether principal believes that teachers that work under pressure and tension

show good result in the school. The discovered responses showed that 61% of teachers and 53% of principals and 67% of MOE officials agreed with statement. Item 57 tries to confirm whether teachers are more concerned for their personal interest of expenses of their work in the school. The result showed that 57% of teachers and 55% of MOE officials agreed with statement; while, 51% principals disagreed with this item.

Nevertheless, item 58 investigates whether some teachers sabotage the work of the principal and create an unpleasant atmosphere in the school. It was revealed that 54% of teachers, 59% of principals, 57% of MOE officials agreed with statement. Not only that, item 59 further asked if most of the teachers do not work as a team and not committed to their work in the school due to the principal's attitude towards their work. The result showed that 82% of teachers and 69% of principals and 73% of MOE officials agreed with statement. Finally, item 60 intended to ask if some teachers do not write their daily lesson note, and lesson plan in the class attendance record in secondary schools in Kano State. The result showed that 65% of teachers, 55% of principals and 58% of MOE officials agreed with statement. From the collected data, it can be observed that most of the respondents are of the view that effective climatic conditions in the school can be achieved if the principals demonstrate democratic leadership style. This is by involving the teachers and community in decision making process.

4.4 Hypothesis Testing

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) was used in the analysis of the data at 0.05 significant level. Six hypotheses were formulated and tested. Hypothesis is retained when the probability value is more

than the stated significant level. Also, hypothesis is rejected when the probability value is lower than the level of significance. These hypotheses are based on the data collected from items related to the prevailing of open organizational climate in public secondary schools in Kano state; prevailing of controlled organizational climate in public secondary schools in Kano state; prevailing of familiar organizational climate in public secondary schools in Kano State; prevailing of paternal organizational climate in public secondary schools in Kano state; prevailing of autonomous organizational climate in public secondary schools in Kano State and prevailing of closed organizational climate in public secondary schools in Kano state.

Null Hypothesis 1

There is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of open organizational climate in public Secondary Schools in Kano State. The data collected in respect of items 1-10 in the questionnaire were used to analyze the level of consensus in the opinions concerning the prevailing of open organizational climate in the school. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.17.

Table 4.17: Summary of Analysis of Variance on there is no Significant Difference between the Opinion of Teachers, Principals and Ministry of Education Officials on the Prevailing Open Organizational Climate in Secondary Schools in Kano State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	141.056	2	70.709	1.709	.183	2.34
Within Groups	13865.127	336	41.265			
Total	14006.183	338				

From table 4.17, the result of the test revealed that the f-ratio value (1.709) at 2df 336 and at the level 0.05; the critical value (2.34) is greater than f-ratio values (1.709), The observed probability level of significance P(.183) is greater than .05. This means that there is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of open organizational climate in public Secondary Schools in Kano State Therefore, the null hypothesis is retained.

Null Hypothesis 2

There is no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing of controlled organizational climate in public secondary schools in Kano State. The data collected in respect of items 11-20 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the prevailing of controlled organizational climate in the school. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.18:

Table 4.18: Summary of Analysis of Variance on there is no Significant Difference between the Opinion of Teachers, Principals and Ministry of Education Officials on the Prevailing Controlled Organizational Climate in Public Secondary Schools in Kano State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	68.061	2	43.030	.789	.455	2.34
Within Groups	14494.22	336	43.137			
Total	14562.183	338				

From table 4.18, the result of the test revealed that the f-ratio value (.789) at 2df 336 and at the level 0.05; the critical value (2.34) is greater than f-ratio values (.789), The observed probability level of significance P(.455) is greater than .0.05. This means that there is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of controlled organizational climate in public Secondary Schools in Kano State Therefore, the null hypothesis is retained.

Null Hypothesis 3

There is no significant difference between the opinions of teachers, principals and Ministry of Education officials on the prevailing of familiar organizational climate in public Secondary Schools in Kano State. The data collected in respect of items 21-30 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the prevailing of familiar organizational climate in the school. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.19.

Table 4.19: Summary of Analysis of Variance on there is no Significant Difference between the Opinion of Teachers, Principals and Ministry of Education Officials on the Prevailing Familiar Organizational Climate in public Secondary Schools in Kano State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	63.140	2	30.570	1.016	.363	2.34
Within Groups	10440.276	336	31.072			
Total	10503.416	338				

From table 4.19, the result of the test revealed that the f-ratio value (1.016) at 2df 336 and at the level 0.05; the critical value (2.34) is greater than f-ratio values (1.016), The observed probability level of significance P(.363) is greater than .05. This means that there is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of familiar organizational climate in public Secondary Schools in Kano State. Therefore, the null hypothesis is retained.

Null Hypothesis 4

There is no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing of paternal organizational climate in public secondary schools in Kano State. The data collected in respect of items 31-40 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the prevailing of paternal organizational climate in the school. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.20.

Table 4.20: Summary of Analysis of Variance on there is no Significant Difference between the Opinion of Teachers, Principals and Ministry of Education Officials on the Prevailing Paternal Organizational Climate in Public Secondary Schools in Kano State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	19.920	2	9.9.60	.215	.807	2.34
Within Groups	15584.122	336	46.381			
Total	15604.041	338				

From table 4.20, the result of the test revealed that the f-ratio value (2.15) at 2df 336 and at the level 0.05; the critical value (1.016) is greater than f-ratio values (1.709), The observed probability level of significance P(.807) is greater than .0.05. This means that there is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of paternal organizational climate in public Secondary Schools in Kano State. Therefore, the null hypothesis is retained.

Null Hypothesis 5

There is no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing of autonomous organizational climate in public secondary schools in Kano State. The data collected in respect of items 41-50 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the prevailing of autonomous organizational climate in the school. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.21:

Table 4.21: Summary of Analysis of Variance on there is no Significant Difference between the Opinion of Teachers, Principals and Ministry of Education Officials on the Prevailing Autonomous Organizational Climate in Public Secondary Schools in Kano State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	7.974	2	3.987	.084	.920	2.34
Within Groups	15972.627	336	47.538			
Total	15980.602	338				

From table 4.21, the result of the test revealed that the f-ratio value (.084) at 2df 336 and at the level 0.05; the critical value (2.34) is greater than f-ratio values (.084), The observed probability level of significance P(.920) is greater than .0.05. This means that there is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of autonomous organizational climate in public Secondary Schools in Kano State Therefore, the null hypothesis is retained.

Hypothesis 6

There is no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing of closed organizational climate in public secondary schools in Kano State. The data collected in respect of items 41-50 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the prevailing of closed organizational climate in the school. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.22:

Table 4.22: Summary of Analysis of Variance on there is no Significant Difference between the Opinion of Teachers, Principals and Ministry of Education Officials on the Prevailing Closed Organizational Climate in public Secondary Schools in Kano State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	39.661	2	19.831	.913	.402	2.34
Within Groups	7298.340	338	21.723			
Total	7338.501	338				

From table 4.22, the result of the test revealed that the f-ratio value (.913) at 2df 336 and at the level 0.05; the critical value (2.34) is greater than f-ratio values (.913), The observed probability level of significance P(.183) is greater than .05. This means that there is no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing of closed organizational climate in public Secondary Schools in Kano State Therefore, the null hypothesis is retained.

Table 4.23: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Test	Results	Level of Significance	Conclusion
I.	There is no significant difference between the opinion of teachers, principals and Ministry officials on the prevailing of open organizational climate in Secondary Schools in Kano State.	ANOVA	Prob. value is .183	0.05	The hypothesis was retained meant no significant difference existed in the opinion of respondents.
II.	There is no significant difference between the opinions of teachers, principals and Ministry officials on prevailing of controlled organizational climate in secondary schools in Kano State.	ANOVA	Prob. value is .455	0.05	The hypothesis was retained meant no significant difference existed in the opinion of respondents.
III.	There is no significant difference between the opinions of teachers, principals and Ministry officials on the prevailing of familiar organizational climate in Secondary Schools in Kano State.	ANOVA	Prob. value is .363	0.05	The hypothesis was retained meant no significant difference existed in the opinion of respondents.
IV.	There is no significant difference between the opinions of teachers, principals and Ministry officials on prevailing of paternal organizational climate in secondary schools in Kano State	ANOVA	Prob. value is .807	0.05	The hypothesis was retained meant no significant difference existed in the opinion of respondents.
V.	There is no significant difference between the opinions of teachers, principals and Ministry officials on prevailing of autonomous organizational climate in secondary schools in Kano State.	ANOVA	Prob. value is .920	0.05	The hypothesis was retained meant no significant difference existed in the opinion of respondents.
VI.	There is no significant difference between the opinions of teachers, principals and Ministry Officials on prevailing of closed organizational climate in secondary schools in Kano State.	ANOVA	Prob. value is .402		The hypothesis was retained meant no significant difference existed in the opinion of respondents.

From table 4.23, it could be discovered all the hypotheses (from 1- 6) were retained to mean that:

1. Hypothesis I was retained to mean that; there was no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing open organizational climate in public Secondary Schools in Kano State.
2. Hypothesis II was retained to mean that; there is no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing controlled organizational climate in public secondary schools in Kano State.
3. Hypothesis III was retained to mean that; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on the prevailing familiar organizational climate in public Secondary Schools in Kano State.
4. Hypothesis IV was retained to mean that; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing paternal organizational climate in public secondary schools in Kano State
5. Hypothesis V was retained to mean that; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing autonomous organizational climate in public secondary schools in Kano State.
6. Hypothesis VI was retained to mean that; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing closed organizational climate in public secondary schools in Kano State.

4.5 Major Findings

The following findings were discovered in the study:

1. There were practices of autocratic leadership style by the school administrators; due to poor open organization climate in public secondary schools in Kano state.
2. There was poor cordial school community relation due to improper controlled organizational climate in public secondary schools in Kano state.
3. There was effective use of decision making process by the principals to improve familiar organizational climate in public secondary schools in Kano state.
4. There was a good atmosphere of teaching and learning due to the effective paternal organizational climate in public secondary schools in Kano state.
5. There were freedom of participation and sharing of responsibility among teachers and principals due to good autonomous organizational climate in public secondary schools in Kano state.
6. Teachers feel frustrated and discomfort in service due to poor closed organizational climate in public secondary schools in Kano state.

4.6 Discussion of the Findings

Based on the respondents' opinions on the study, there was unanimous agreement in the opinion of respondents that positive attitudes of teachers to their principal improve the social interaction in the School. Also they believed that teachers' involvement in decision making enhances interpersonal relationship between teachers and principal in the school, hence, they held the view that democratic leadership style of principal improves teaching and learning process in the school. However, students' academic performances will develop if principal directs teachers toward the achievement of

educational objectives in the school. Therefore, school administrators should develop the idea of sharing of responsibilities and give more freedom of participation to the teachers work under them.

Further more; most of the responses showed that quality of teachers to their teaching subjects improves student-teacher relationship in the school. On the other hand, they held that involvement of parent in decision making encourages school community relationship in the school, the same view was shared among the respondents which all of them believed that mutual understanding between teachers and principal improves students' academic performance in public secondary schools in Kano State. Therefore, school administrators are advised to improve their leadership style so as to achieve desired educational objectives.

However, the responses are of the view that, principal who in the habit of avoiding familiarity with their teachers in the school will always discourage teachers to be hard working and punctual to the service. Also, they blamed parents by not encourage school administrator by paying visit to the school in the school; likewise, PTA members are not ready to help the principal to deal with administrative problems in public secondary schools in Kano State. This according the responses lead to poor attainment to educational objectives. Even though, principal are blamed by not always being contact with the PTA members in the school. This means that effective communications is needed to enhance cordial relationship between principal, teachers and PTA members in the school. Nasir (2007) stated that, "school community relationship is a relationship that is characterized by roles, responsibilities, rights, obligations and accountabilities". There is the need of building mutual understanding, trust and cooperation among stakeholders

of the school to improve teaching and learning process in public secondary school in Kano State.

Also, the respondents are unanimously agreed that conflict arises between teachers and principal, if teachers refuse to accomplish their primary assignment in the school. But some time, teachers form a clique and do not share same views with principal and their colleagues in the school; this is actually affect the cordial relation in the school. For this reason, those cliques formed by teachers within the school should be banned disburses so as to encourage freedom to reach individual or group to participate in decision making in the school. The responses attested that some principal in the school are not following due process in term of executing decision making in secondary schools in Kano State. Therefore, democratic leadership style should be enhanced in the school for effective teaching and learning in public secondary schools in Kano State.

Further more; the respondents are of the view that most of the teachers are committed to the work due to conducive climatic condition of the environment in the school this could be enhanced through effective communication between the principal and the teachers as well as the students and community in which the school is located. Hence, the strategies employed by the principal in term of community relation should be cordial and appropriate.

The responses also, supported that view that good atmosphere of teaching and learning in public secondary schools encourage teachers to work hard in the school. However, they stressed that the existing relationship between teachers, principal and students enable them exchange visits to one another during favourable unfavorable condition, this indicated that, the relationship among the teachers, the principals and

students help in the improvement of education in public secondary schools in Kano state. They care, respect and help one another as colleagues and even as personal level (high collegial relations). As a team they work for the success of students. Both the principal and teachers are accessible and approachable they maintain close relationships with students and parents (Haliping, 1966).

Most of the respondents agreed that cordial relationship between teachers, principal and students eradicates gossiping about matters affecting other colleagues in the school; Nevertheless, conflict due to gossiping and rumour mongering would totally dismissed in the school. The respondents held that cordial relationship among teachers; enable them to express their emotional and psychological feeling in respect to their needs, the pupils need and the community needs accordingly. Therefore, teachers and principal are encourage to develop the habit of sharing of personal matters to each other in public secondary schools in Kano State.

It was also revealed from the responses that freedom of participation in school decision making motivates teachers to work hard in the school. Additionally, it was found that hardworking principal motivates teachers to be dedicated on their responsibilities in the school and it will improve principal-teacher relationship in the school; this can be achieved through Justice, fair and trustworthy. Some responses highlighted that adequate satisfaction of teachers, praise and reinforcement are important factors of enhancing teacher-principal relationship and this will motivate them to work hard in the school. For this reason, McBeaht and others (1983) claim that principals, particularly new ones, should participate in civic activities outside the school.

Nevertheless, some responses affirmed that cordial relationship can only be achieved through democratic supervision by the principal. On the other hand, it was found that; some respondents claimed that sharing some of school facilities with community members improves school community relationship in the school.

Most of the discovered responses stressed that teachers are giving more priority on paper work than any activity in the schools, also, teachers feel frustrated and discomfort with leadership style of the principal in the school this can lead teachers to work under pressure and tension due to lack of cordial relationship with their principal in secondary in the school. Even though, principal believes that teachers that work under pressure and tension show good result in the school. Some responses stressed that teachers sabotage the work of the principal and create an unpleasant atmosphere in the school. For example without any national coordination, workers may decide to assemble during break time to talk freely about off job activities or gossip about organization policies and programmes, (Dare, 2009). In a nutshell, effective teaching and learning process can be improved through effective cordial relationship among all stakeholders of education right from principals up to the community members of which the school located.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study investigates Evaluation of Organizational Climates in Public Secondary Schools in Kano State, Nigeria. In view of this, the study consists of background to the study, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions, significance of the study and scope of the study. Several related literature were reviewed in line with formulated objectives of the study, the literature were sourced from books, journals, magazines internets etc. the review presented the conceptual framework which consists the meaning of organization, type of organization, organizational effectiveness, organizational performance etc.

The study further reviewed the literature concerning the raised objectives of the study, these are; examine the prevailing open organizational climate; assess the prevailing controlled organizational climate; ascertain the prevailing familiar organizational climate; assess the prevailing paternal organizational climate; examine the prevailing autonomous organizational climate; determine the prevailing closed organizational climate in public Secondary Schools in Kano state.

Regarding the research methodology, the study presented research design, population of the study, sample and sampling techniques, instrumentation, validity of the adopted instrument, pilot study, reliability of the instrument, method of data collection and analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under

study using frequency tables and simple percentages in order to measure the significant difference or relationship among the variables of the study.

Thus, Analysis of Variance Statistical technique was used in testing the hypotheses of the study; where by all the six of them were retained. Structured questionnaire was administered on three groups of respondents i.e. the teachers principals and Ministry of Education officials from the sampled area within the state.

The collected data was statistically analyzed through which the findings showed that; there was no significant difference between the opinion of teachers, principals and Ministry of Education officials on the prevailing open organizational climate in public Secondary Schools in Kano State; there is no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing controlled organizational climate in secondary schools in Kano State; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on the prevailing familiar organizational climate in public Secondary Schools in Kano State; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing paternal organizational climate in secondary schools in Kano State; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing autonomous organizational climate in public secondary schools in Kano State; there was no significant difference between the opinions of teachers, principals and Ministry of Education officials on prevailing closed organizational climate in public secondary schools in Kano State.

5.2 Conclusions

The research embarked on the Evaluation of Organizational Climates in Public Secondary Schools in Kano State. In the process of the work, six questions were asked to guide the study; each question was broken into ten item statements so as to ease understanding the questions to the respondents. The respondents unanimously agreed with most of the statements and disagreed with others. In line with the findings the study concluded that:

There were several practices of non-democratic leadership style by some of school administrators in public secondary schools in Kano State. This non-challant attitude of these school leaders developed by not allowing teachers to participate in decision making as a result of poor open organization climate in public secondary schools in Kano state.

However, the study concluded that there was poor cordial school community relation due to improper controlled organizational climate in public secondary schools in Kano state. Most of the principals are in the habit of avoiding association with their teachers and students in secondary schools in Kano state.

Considering the research findings, the study concluded that there was effective use of decision making process by the principals to improve familiar organizational climate in secondary schools in Kano state. Most of the teachers are committed to their work due to familiarity and good climatic condition of the environment in public secondary schools in Kano State.

The study further concluded that there was a good atmosphere of teaching and learning due to the effective paternal organizational climate in public secondary schools

in Kano state. The existing relationship between teachers, principal and students made them exchange visits to one another. And there was a mutual understanding in secondary schools in Kano state.

Another conclusion was made on there were freedom of participation and sharing of responsibility between teachers and principals due to good autonomous organizational climate in public secondary schools in Kano state. It was concluded that teachers are satisfied with their school principal behavior, they are in harmony with their leader and consider him as justice trustworthy administrator.

Finally, the study concluded that teachers feel frustrated and discomfort in service due to poor closed organizational climate in secondary schools in Kano state. Thus, most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in public secondary schools in Kano state.

Recommendations

In line with the research findings, the following recommendations were made:

1. The school principals should democratize their leadership style to improve open organizational climate in secondary schools in Kano State. This is by involving all teachers in decision making process. Also to motivate them through consultation and encouragement.
2. The school administrators also should enhance cordial school community relation prevailing controlled organizational climate in secondary schools in Kano state. The principals develop the habit of fair and justice in association with their teachers and students in secondary schools in Kano state.

3. The study further recommended that there should be effective use of decision making process by the principals to improve familiar organizational climate in secondary schools in Kano state. They try as much as possible to improve familiarity and good climatic condition in secondary schools in Kano State.
4. It is also, recommended that good atmosphere of teaching and learning should be improved for effective paternal organizational climate in secondary schools in Kano state. The existing relationship between teachers, principal and students, as well as mutual understanding should be encouraged in secondary schools in Kano state.
5. Another recommendation was made to the school administrators to give teachers and other stakeholders freedom of participation and to share same responsibility with them so as to enhance autonomous organizational climate in secondary schools in Kano state.
6. Finally, the study recommended that teachers should feel free and dedicate in the service to improve closed organizational climate in secondary schools in Kano state. Even though, most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in secondary schools in Kano state.

5.4 Suggestions for Further Studies

On the basis of the findings and conclusions of the study, the following recommendations for further research are hereby drawn:

1. There is still a high rate of conflicts in secondary schools in Nigeria; in respect of this, additional conducts of researches are recommended to find out the roles and

functions of six characteristics of organizational climates in secondary schools in Nigeria.

2. Another research was suggested to carryout on the Role of community on the organizational climate in secondary schools in Nigeria.

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APPENDIX “A”

**A QUESTIONNAIRE ON EVALUATION OF ORGANIZATIONAL CLIMATES IN
PUBLIC SECONDARY SCHOOLS IN KANO STATE, NIGERIA.**

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria.
7th July, 2014

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

This questionnaire is designed to investigate the Evaluation of Organizational Climates in Public Secondary Schools in Kano State, Nigeria.

Therefore, your contribution in bringing out honest opinion as a teacher, principal or Official of the Ministry will aid the study. Your response will also help me fulfill the criteria for the award of a Master Degree in Educational Administration and Planning.

All information given will be treated confidential. Thank you in anticipation of your positive response.

Yours Sincerely

Muhammad Saje A.
08036852079

SECTION “A” PERSONAL DATA:

Tick as appropriate please [✓]

Status: (a) Teacher [] (b) principal [] (c) Official of MOE []

Gender: (a) Male [] (b) Female []

Type of school: (a) Boarding [] (b) Day [] (c) Boarding/Day []

Age: (a) 20-30 [] (b) 31-40 [] (c) 41-50 [] (d) 51 and above []

Qualifications: (a) M.ED [] (b) B.Ed [] (c) NCE [] (d) Diploma []

(e) Others (specify)_____

Years of Experience: (a) 1-10 [] (b) 11-20 [] (c) 21-30 [] (d) 31-35 []

SECTION B: Prevailing Open Organizational Climate in Public Secondary Schools in Kano State

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Positive attitudes of teachers to their principal improve the social interaction in the School.					
2	Teachers' involvement in decision making enhances interpersonal relationship between teachers and principal in the school.					
3	Democratic leadership style of principal improves teaching and learning process in the school.					
4	Students' academic performances will develop if principal directs teachers toward the achievement of educational objectives in the school.					
5	Quality of teachers to their teaching subjects improves student-teacher relationship in the school.					
6	Involvement of parent in decision making encourages school community relationship in the school.					
7	Mutual understanding between teachers and principal improves students' academic performance in the school.					
8	Adequate provision of curricular activities improves cordial relationship among the students in the school.					
9	Respect between teachers and students improve better condition of services in the school.					
10	Control of reward to the students enhances principal-student relationship in the school.					

SECTION C: Prevailing Controlled Organizational Climate in Public Secondary Schools in Kano State

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	Most of the teachers are not participating in extra-curricular activities in the school.					
12	Principal is in the habit of avoiding familiarity with their teachers in the school.					
13	Principal strictly maintain rules and regulations in the school.					
14	Teachers disobey autocratic leadership style in the school.					
15	Parents do not encourage school administrator by paying visit to the school in the school.					
16	Teachers are committed and spend more time on paper work in the school.					
17	PTA members are always ready to help the principal to deal with administrative problems in the school.					
18	Principal is always in contact with the PTA members in the school.					
19	Effective communications enhance cordial relationship between principal and PTA members in the school.					
20	Mutual understanding, trust and cooperation among stakeholders of the school improve teaching and learning process in the school.					

SECTION D: Prevailing Familiar Organizational Climate in Public Secondary Schools in Kano State

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	Conflict arises between teachers and principal, if teachers refuse to accomplish their primary assignment in the school.					
22	Teachers form a clique and do not share same views with principal and their colleagues in the school.					
23	Due to the inactive of the principal, some cliques within the school are given freedom to reach individual or group decision in the school.					
24	Principal in the school are not following due process in term of executing decision making in the school.					
25	Most of the teachers are committed to the work due to conducive climatic condition of the environment in the school.					
26	The channels of communication between the principal and the teachers are very effective in the school.					
27	The strategies employed by the principal in term of community relation are cordial in the school.					
28	An opportunity for a direct contact is provided by the principal for community consumption in the school.					
29	All the schools are displayed for the interest of the community in the school.					
30	Principal plan and coordinate the visit of school to the homes of students in the school.					

SECTION E: Prevailing Paternal Organizational Climate in Public Secondary Schools in Kano State

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	Due to good atmosphere, teachers work hard in the school.					
32	As a result of autocratic nature of principal's leadership, teachers perform below expectation in the school.					
33	The existing relationship between teachers, principal and students exchange visits to one another in the school.					
34	During unfavorable condition, both teachers and students help one another in the school.					
35	Due to cordial relationship between teachers, principal and students exchange visits to each other.					
36	Students are bold enough to express their feelings to their teachers in any situation in the school.					
37	Some of the teachers indulge themselves in gossiping about matters affecting other colleagues in the school.					
38	Teachers develop conflict due to gossiping and rumour mongering in the school.					
39	Due to cordial relationship among teachers, their emotional and psychological needs are met in the school.					
40	Teachers and principal are in the habit of sharing of personal matters to each other in the school.					

SECTION F: Prevailing Autonomous Organizational Climate in Public Secondary Schools in Kano State

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	Freedom of participation in school decision making motivates teachers to work hard in the school.					
42	Hardworking principal motivates teachers to be dedicated on their responsibilities in the school.					
43	Sharing of responsibilities improves principal-teacher relationship in the school.					
44	Justice and thrust principal harmonizes school community relationship in the school.					
45	Adequate satisfaction of teachers needs to enhance teacher-principal relationship in the school.					
46	Effective communication improves relationship between teachers, students and principal in the school.					
47	Praise and reinforcement encourage students to work hard in the school.					
48	Democratic supervision by the principal enhances teacher-principal relationship in the school.					
49	Sharing some of school facilities with community members improves school community relationship in the school.					
50	Educational goals are positively achieved through effective teacher-principal relationship in the school.					

SECTION G: Prevailing Closed Organizational Climate in Public Secondary Schools in Kano State

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
51	Principal and teachers are giving more priority on paper work than any activity in the school.					
52	Most of the teachers feel frustrated and discomfort with leadership style of the principal in the school.					
53	There is lack of prospect among the teachers and principal in the school.					
54	The behaviour of the principal, teachers, students and parents in the school is not different from those of other schools.					
55	Most of the teachers are working under pressure and tension due to lack of cordial relationship with their principal in the school.					
56	Principal believes that teachers that work under pressure and tension show good result in the school.					
57	Teachers are more concerned for their personal interest of expenses of their work in the school.					
58	Some teachers sabotage the work of the principal and create an unpleasant atmosphere in the school.					
59	Most of the teachers do not work as a team and not committed to their work in the school due to the principal's attitude to their work.					
60	Some teachers do not write their daily lesson note, and lesson plan in the class attendance record in the school.					

Thanks for your patronage