

**INFLUENCE OF ORGANIZATION CLIMATE ON THE MANAGEMENT OF
SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**

BY

Aisha YAHAYA

P17EDFC8138

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND
PLANNING**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

DECEMBER, 2021

DECLARATION

The researcher declares that this study titled “INFLUENCE OF ORGANIZATION CLIMATE ON EFFECTIVE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA” was conducted by me and has not in any way been presented elsewhere for any certificate. Sources of information used for the study were acknowledged in in the text and a list of references provided at the end. I take responsibility of anything found therein.

Aisha YAHAYA
P17EDFC8138

Date

CERTIFICATION

This dissertation titled “INFLUENCE OF ORGANIZATION CLIMATE ON EFFECTIVE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA” by Aisha YAHAYA meets the regulations governing the award of Master’s Degree in Educational Administration and Planning of Ahmadu Bello University; Zaria and is approved for its contributions to knowledge and literary presentation.

Dr. M. I. Harbau
Chairman, Supervisory Committee

Date

Dr. (Mrs.) R.S. Ahmed
Member, Supervisory Committee

Date

Dr. A.D Aliyu
Head of Department

Date

Prof. S.A. Abdullahi
Dean, School of Post Graduate Studies

Date

DEDICATION

This work is dedicated to my parents Alhaji Yahaya and HajiyaSalamatu. It is also dedicated to my lovely husband who always supporting me financially.

ACKNOWLEDGEMENTS

First and foremost, I give thanks and praises to Allah Almighty for his love, guidance and protection throughout the course of my studies. My deep appreciation goes to my supervisors, Dr. M.I. Harbau and Dr. (Mrs) R.S. Ahmed, and other members of Educational Foundations and Curriculum Department. Special to mention are Prof. B.A. Maina, Dr. A.M Jumare, Dr. F.A Kera, Dr. J.O. Egbebi, Dr. M.M. Ibrahim, Dr. S. A. Magaji, Dr. A.A Dada, Dr. S. Ismaila, Mal. A. Magaji and Dr. S.M Hussain for their efforts in guiding me towards the successful completion of this dissertation, I salute you all. Mal. A. Yunusa of Department of Arts and Social Science Education is also worthy of mentioned. May Allah reward you abundantly.

My special thank goes to my lovely husband and mentor who supported always. May Allah reward you abundantly. I also thank my children Fatima, Umar, Salim, Abdulhadi, Ahmad and the last but not the least Zainab Ahmad Garba. May Allah bless you all, ameen.

Special regard to my family especially my father Alhaji Yahaya and my lovely mother Hajiya Salamatu for their efforts to ensure our moral upbringing from the grassroot. May Almighty Allah bless and reward my brothers and sisters in persons of Rabi, Bashir, Amina, Abubakar, Umar, Usman, Zainab and Rukayya. Thank you all for your prayers and support.

I acknowledge the effort of the entire class member, specifically Zainab Haruna Yakawada, Honourable Salihu Isa, Muhammad Shamsuddeen and Honourable Saidu Yusha' uShika, Alhassan Garba Funtua and numerous others. May Allah reward you all, ameen.

ABSTRACT

This study assessed the Influence of Organization Climate on Effective Management of Secondary Schools in Kaduna State, Nigeria. The study specifically accessed the influence of open, autonomous, controlled, familiar, paternal and closed organizational climates on effective management of secondary schools in Kaduna State. Research questions and hypotheses were formulated in line with the objectives of the study. Related literature was reviewed in relation to the variables in the objectives. The Design of the study was descriptive survey and the total population was 10,048 consisting of 9,179 teachers, 525 principals and 344 school inspectors. The sample size was 370 respondents which comprised 338 teachers, 19 principals and 13 inspectors across the 23 local government areas of Kaduna state. The instrument used for data collection was structured questionnaire, which was made up of 5 constructs covering the six organizational climates investigated; all the constructs were designed using Likert's scales of five-points. The instrument was pilot tested and data obtained from the pilot study was analyzed using test re-test method. To give the general description of data, frequency tables, mean and standard deviation were used. To test the six formulated null hypotheses, ANOVA statistics tool was used. Hypotheses 1, 2 & 5 were rejected showing that there was significant difference in the opinions of the respondents, while hypotheses 3, 4 & 6 were retained showing that there was no significant difference in the opinions of respondents that participated in the study. The major findings of this study highlighted that management staff in the study area give room for teachers and students to express themselves in the management of schools. The study recommended that open organizational climate whereby the management staff practice democratic types of leadership in dealing with both the teachers and the students should be practice in secondary schools in the study area. The study concluded that, there was adequate use of team work between stakeholders in the study area, the principal always encourages cooperation and assists others to work as team in order to achieve the goal of the school.

LIST OF ABBREVIATIONS

OCDQ	Organizational Climate Description Questionnaire
OHI	Organizational Health Inventory
OCI	Organizational Climate Index
OCQ	Organizational Climate Questionnaire
SCI	School Climate Index
OOC	Open organizational climate
SOCDDQ	School Organizational Climate Descriptive Questionnaire
LBDQ	Leadership Behavior Description Questionnaire
LBDQ	Agency for Healthcare Research and Quality
AYP	Annually Yearly Progress
FRN	

LIST OF TABLES

Table 1: <i>Development of Frameworks for School Climate</i>	30
Table 3.1 Population of the Study	51
Table 3. 2 Population Distribution of Respondents and Sample Size	52
Table 4.1: Distribution of the Respondents by Status	58
Table 5: Influence of open organization climate on the management of secondary schools in Kaduna State	61
Table 6: Influence of autonomous organization climate on the management of secondary schools in Kaduna State	64
Table 7: Influence of controlled organization climate on the management of secondary schools in Kaduna State	68
Table 8: Influence of familiar organization climate on the management of secondary schools in Kaduna State	72
Table 9: Influence of paternal organization climate on the management of secondary schools in Kaduna State	76
Table 10: Influence of closed organization climate on the management of secondary schools in Kaduna State	80
Table 11: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Open Organizational Climate on Management of secondary schools in Kaduna State.	84
Table 12: Summary of the Scheffer’s Multiple Comparison Test on the Influence of Open Organization Climate on the Management of Secondary Schools in Kaduna State, Nigeria.	84
Table 13: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Autonomous Organizational Climate on Management of secondary schools in Kaduna State	85
Table 14: Summary of the Scheffer’s Multiple Comparison Test on the Influence of Autonomous Organization Climate on the Management of Secondary Schools in Kaduna State, Nigeria	86
Table 15: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Controlled Organizational Climate on Management of secondary schools in Kaduna State	86
Table 16: One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Familiar Organizational Climate on Management of secondary schools in Kaduna State.	87

Table17:	One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Paternal Organizational Climate on Management of secondary schools in Kaduna State	
Table18:	Summary of the Scheffer’s Multiple Comparison Test on the Influence of Paternal Organization Climate on the Management of Secondary Schools in Kaduna State, Nigeria.	88
Table19:	One-Way Analysis of Variance on the Opinions of Respondents on the Influence of Closed Organizational Climate on Management of secondary schools in Kaduna State.	88
Table 20:	Summary Hypotheses Testing	
	90	

TABLE OF CONTENTS

Declaration	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
List of Abbreviations	vii
List of Tables	viii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Question	7
1.5 Hypotheses	8
1.6 Basic Assumptions	9
1.7 Significance of the Study	10
1.8 Scope of the Study	11
CHAPTER TWO	12
REVIEW OF RELATED LITERATURE	12
2.1. Introduction	12
2.2. Conceptual Framework	12
2.2.1 Concept of Organization	13
2.2.1.1 Characteristics of Organization	13
2.2.2 Concept of Organizational Influences	14
2.2.2.1 Organizational Leadership	14
2.2.3 Concept of Organizational Climate	15
2.2.4 School Organizational Climate	17

2.2.5	Components of School Climate:	20
2.2.6	Open organizational climate	20
2.2.7	Autonomous Organizational Climate	21
2.2.8	Controlled Organizational Climate:	21
2.2.9	Paternal organizational Climate:	21
2.2.10	Closed Organizational Climate:	21
2.2.11	Familiar Organizational Climate:	22
2.2.12	Concept of Management	22
2.3	Theoretical Framework	23
2.3.1	School Climate Theoretical Frameworks	23
2.3.2	Consolidated Frameworks for Organizational Climate	25
2.4	Impact of Open Organizational climate on Management Secondary Schools in Kaduna State	30
2.4.1	Teachers and Students Relationship in open organizational climate	32
2.5	Impact of autonomous Organizational Climate on Management of Secondary Schools in Kaduna State	33
2.6	Impact of Controlled Organizational Climate on Management of Secondary Schools in Kaduna State	35
2.7	Impact of familiar Organizational Climate on Management of Secondary Schools in Kaduna State	36
2.8	Impact of Paternal Organization Climate on Management of Secondary Schools in Kaduna State	37
2.9	Impact of Closed Organization Climate on Management of Secondary Schools in Kaduna State	39
2.10	Climate Impact of School Organization on Principals and Teachers Work Behavior	40
2.10	Review of Empirical Studies	41
2.11	Summary	49
	CHAPTER THREE	50
	RESEARCHMETHODOLOGY	50
3.1	Introduction	50

3.2	Research Design	50
3.3	Population	51
3.4	Sample and Sampling Technique	52
3.5	Instrumentation	53
3.5.1	Validity of the Instrument	53
3.5.2	Pilot Study	54
3.7	Reliability of the Instrument	54
3.8	Procedure for Data Collection	55
3.9	Method of Data Analysis	56
	CHAPTER FOUR	57
	PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS	57
4.1	Introduction	57
4.2	Presentation and Analysis of the Respondents' Bio Data	57
4.2	Analysis of Responses	58
4.5.	Testing of Research Hypotheses	81
4.6	Summary of Major Findings	90
4.7	Discussion of Findings	92
	CHAPTER FIVE	95
	SUMMARY, CONCLUSION AND RECOMMENDATIONS	95
5.1	Introduction	95
5.2	Summary	95
5.2	Conclusions	96
5.3	Recommendations	97
5.4.	Suggestions for further studies	98
5.5	Contributions to Knowledge	99
	References	100

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The prominent position of education in societal transformation is acknowledged worldwide. This explained why countries of the world have always striving toward providing quality education that will meet their societal transformation agenda. The belief that education is capable of transforming the society has been fully expressed by Nigeria government in his policy of free and compulsory Universal Basic Education where education is provided free of charge from primary school to Junior Secondary school level.

This is not all in all that will make education accountable to her prominent position in the society, consideration has to be given to the environment in which such education is being provided and the human component that is implementing the programme. This call for regular study of internal based independents variable that are capable of making investment in education at this level none-productive. Among these variables is the organizational climate that people who are saddled with responsibility of implementing the programme has created and how this has affected smooth running of educational system.

Perceptions of individuals who are members of an organization to various aspects of activities and environmental circumstances that surrounded the organization matters a lot in achieving organizational goals and this has been technically term 'organization climate.', Organizational climate can be viewed as an organizational "personality" as seen by its members. Organization climate explains employees' shared perceptions of organizational events, practices, and procedures.

School is a formal educational institution organized by the government and also by the community as an effort to provide human resources who are knowledgeable, skilled work and

have high moral behavior and quality to build society, nation and state. In formulating and implementing various programs, as an effort to realize the purpose and function of the school, then there are many parties involved, such as, principals, teachers, administrative staff and learners. All are individuals with different backgrounds, who then unite themselves in one container called the school organization.

Every individual within the school organization interacts with each other, making human relationships with each other so as to create a pleasant working environment and to make each individual or organization member feel comfortable and joyful in working to improve organizational performance. However, if there are individuals who display behavior that is not fair in the atmosphere of interaction or human relations, it can be ascertained that the harmony of work, comfortable and at ease in doing organizational attitudes become obstructed.

Schools that have a pleasant working climate, can improve teachers' work performance and then will have a direct impact on students' achievement or the quality of graduates from the school to be better. The pleasant working climate as intended comes from several dominant factors in the school organization, which are, the principal's managerial skills and leadership.

Also, for the institution management to effectively coordinate the various activities highlighted above; there is need to maintain a positive organizational climate within the entire secondary schools in Kaduna State. Organizational climate is the relatively enduring quality of a working environment that is experienced by its individual members. It is therefore not an aberration to examine six organizational climates and their impact on the management of secondary schools in Kaduna state.

The open climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the staff members' social need in secondary school

setting. Leadership acts emerge easily and appropriately from both the group and the leader. The main characteristic of this climate is the authenticity of the behavior that occurs among all the head of various departments, subordinates and teachers. The autonomous climate is described as one in which leadership act emerged primarily from the group. The leader exerts little control over the staff members; high spirit results primarily from social needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.

The controlled climate: is characterized best as impersonal and highly task oriented. The group's behavior is directed primarily towards task accomplishment; while relatively little attention is given to behavior oriented to social needs satisfaction. This climate lacks openness, or authenticity of behavior, because the staff is disproportionately preoccupied with task achievement.

The familiar climate: Are highly personnel, but under controlled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to ask accomplishment. Accordingly, spirit is not extremely high simply because the staff members source little satisfaction from task achievement. Hence much of the behavior within this climate can be construed as inauthentic.

The Paternal Climate: is characterized best as one in which the management constrains: the emergence of leadership. Acts from the staff and attempts to initiate most of these acts himself. The leadership skills within the staff are not used. Supplement the management. own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence. Esprit among the members is low.

The closed climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not “moving” because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. The members’ behavior can be construed as inauthentic indeed; the organization seems to be stagnant to provide an example of the difference between two climates.

In generalized terms, organizational climate can be seen as the social and psychological environment or atmosphere that characterizes a particular organization. It is assumed that organizational climate comprises shared perceptions about organizational norms, beliefs, values, practices, and procedures that can be served at general or specific levels. Secondary schools in Nigeria organizational climate has also been described as the personality of the schools. Just as individuals have personalities, so too, do secondary schools. It is this personality of the Secondary schools in Nigeria that Halpin in Ikediugwu (2008), described as the organizational climate of the secondary schools in Nigeria; that is, personality is to the individual what organizational climate is to the organization. This implies that Secondary schools in Kaduna state can be identified with specific climate that describes the interaction and influence patterns among management and teaching staff in the institution. Thus assessing the organizational climate of secondary schools provides a constructive guide for improving the schools hence the need to assess the impact of organizational climate on the management of secondary schools in Kaduna state.

1.2 Statement of the Problem

The issues of unsatisfactory condition of service in secondary schools as a result of economic downturn in the last two decades has led to poor salaries and wages and lack of

conducive atmosphere of services for workers in secondary schools in the country. This to the attendant disparity in incomes which produced great dissatisfaction and agitations among workers in Secondary schools. These problems have become a matter of serious concern. Mathias, Simon and John, (2015) have attributed a situation as this to lack of a culture of peace in the secondary schools as a result of ineffective and uncondusive organizational climate coupled with lack of support by the government at state level; and the leadership styles of the administrators are not participatory. 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 organizational climate, the interaction that exists among the principal, teachers, students and stakeholders is weak. Cooperation, supportive attitude to each other's' ideas and their commitment to work is almost absent. This was attributed to by Puteh,(2014) as lack of open organizational climate in institutions of learning.

In some secondary schools, the school-community relations and interpersonal relationship is not cordial, while in others, draconian policies, rules and regulations are imposed on staff and students which in an attempt to resist may result in conflict. Hence, a culture of peace becomes a far cry. As regard to paternal organizational climate, the closeness between the principal and teachers is almost for them to work hard. Any other link is regarded as null and void. Closeness between teachers and principal under a condition of working hard is not regarded as ladder for well-meaning organizational climate and a good measure to conducive organizational atmosphere. Also, autonomous organizational climate whereby a good measure for conducive atmosphere for teachers to have freedom to operate in the school administration is adequate or lacking in secondary schools in Kaduna state.

In all these, Razavipour&Yousef, (2017) observed about the problem or conducive school climate that over the years, secondary schools in Kaduna State have been experiencing student disturbance, series of students' insubordination, students gangstarism, lack of interpersonal relation among teachers, between administrators and teachers of between school and the local community which linked to non-availability, inadequacy, and poor quality of some vital student and staff personnel services. Student and staff trek long distances to school location and this brings about lateness to class, fatigue and sleeping in the class. The libraries in these schools appear not to have current books/materials, and they appear not to have enough reading tables and chairs for the students. Students either cook inside their rooms or depend on food vendors for their feeding. Students have been reported for exam malpractice and poor academic performance among others. Hoy and Tarter(2007) stated that school climate is directly related to school outcomes, which determines the performances of teachers and the academic achievement of students. It is important, for example, not only to know that climate is related to students achievement, but also to ascertain why this is so. The poor academic achievement by secondary students and poor performance among teachers is due to the lack of conducive climate in schools Razavipour&Yousef, (2017). This state of affairs suggests that something is wrong with regard to the implementation of student personnel services in secondary schools. The questions among others are what type of organizational climate is being operated in secondary schools in Kaduna state? how does these organizational climates affect the teaching and learning in secondary schools. These are the problems which the research intends to carry out investigation on the influence of climate on the management of secondary schools in Kaduna state.

1.3 Objectives of the Study

The aim to this study is to find out the impact of organizational climate on the management of Secondary Schools in Kaduna state. While specific Objectives of this study are to:

1. assess whether Open Organization ClimateInfluences Management of Secondary Schools in Kaduna State;
2. examine whether Autonomous Organization ClimateInfluencesManagement of Secondary Schools in Kaduna State;
3. determine whether Controlled Organization ClimateInfluencesManagement of Secondary Schools in Kaduna State;
4. identify whetherFamiliar Organization ClimateInfluencesManagement of Secondary Schools in Kaduna State;
5. examine whetherPaternal Organization ClimateInfluencesManagement of Secondary Schools in Kaduna State and
6. determine whether Closed Organization ClimateInfluences management of secondary schools in Kaduna State

1.4 Research Questions

The following research questions were raised in order to guide the study

1. How do Open Organization ClimateInfluencesManagement of Secondary Schools in Kaduna State?
2. In what way do the Autonomous Organization Climate influence Management of Secondary Schools in Kaduna State?

3. To what extent do the Controlled Organization Climate Influence Management of Secondary Schools in Kaduna State?
4. How do Familiar Organization Climate Influence the Management of Secondary Schools in Kaduna State?
5. How could Paternal Organization Climate influence the Management of Secondary Schools in Kaduna State?
6. To what extent does Closed Organization Climate influence the Management of Secondary Schools in Kaduna State?

1.5 Hypotheses

In line with research the following hypotheses were formulated for the study.

Ho₁. There is no Significant Difference in the opinion of Principals, Teachers and Quality Assurance Officials on how Open Organization Climate Influences Management of Secondary Schools in Kaduna State.

Ho₂. There is no Significant Difference in the Opinion of Respondents on how Autonomous Organization Climate Influences Management of Secondary Schools in Kaduna State

Ho₃. There is no Significant Difference in the Opinion of Respondents on how Controlled Organization Climate Influences Management of Secondary Schools in Kaduna State

Ho₄. There is no Significant Difference in the Opinions of the Respondents on how Familiar Organization Climate Influences Management of Secondary Schools in Kaduna State

Ho₅. There is no Significant Difference in the Opinion of Respondents on how Paternal Organization Climate Influences Management of Secondary Schools in Kaduna State

H₀₆. There is no Significance Different in the Opinion of Respondents on how Closed Organization Climate Influences Management of Secondary Schools in Kaduna State.

1.6 Basic Assumptions

The following Basic Assumptions are stated for the study:

1. It is assumed that secondary schools in Kaduna state are not experiencing frequent domestic's conflicts and administrative problems due to prevalent of climate in secondary schools;
2. The administration of secondary schools in Kaduna state is often dominated with frequent unsatisfactory condition of services due to the practicing organizational climate;
3. There is a high degree of controlled climate in the administration of secondary schools in Kaduna State;
4. It is assumed that effective communication, interpersonal relationship between the management and the subordinate are prevalent in secondary schools in Kaduna state due to practicing of familiar organizational climate;
5. There is cogent school community relationship, provision of good atmosphere condition of service and reduction of undesirable attitude by the staff of the secondary schools in Kaduna state due to the presence of paternal climate and
6. Practices of closed organization climate dominated the administration of secondary schools in the study area which contribute directly to the unsuccessful achievement of the goals of Secondary schools in Kaduna state.

1.7 Significance of the Study

The findings of this study would be of benefit to secondary school teachers, management staff, educational planner, government as well as the secondary students in Kaduna state. The findings will facilitate mutual understanding of the nature of organization and its impacts on the management of secondary schools in Kaduna state. The study will enlighten teaching and non-teaching staff of secondary schools in Kaduna state on the nature and types of organizational climate suitable for good management of an organization especially in academic institution such as secondary schools. It will also give management staff of the secondary schools in Kaduna state an insight into how to tackle conflict and conflicting opinion handle them appropriately through establishing suitable organizational climate in the schools.

The findings will help principals to establish a climate that embrace all the staff alone in carrying out task thereby involving all and sundry and respecting opinions of all while making a decision pertaining school administration and academic affairs. This will bring a harmony among the principal and the teaching and management staff will lead to a high productivity.

The research will also assist government in deciding the type climate to be recommended in secondary schools and the type and nature of training to be organize to teachers and principals which will help them to establish the best type of organizational climate in school. Also, the findings will help curriculum planners while planning secondary school curriculum. This is because, school climate has an influence on how the curriculum is implemented, and it also affect the students achievement in the subject contents. The study will also help the parents and the community. The recommendation will help the parents and the immediate community to establish cordial relationship with the school management. This will facilitate ways of sharing community facilities with school and vice-versa.

1.8 Scope of the Study

The study investigated the influence of organizational climate on the management of secondary schools in Kaduna state. Thus it covers the principal, teaching and non-teaching staff of the secondary schools in Kaduna state. As such, the study covers the influence of open, autonomous, controlled, familiar, paternal and closed organization climate on the management of secondary schools in Kaduna State. However, Kaduna state has both public and private secondary schools, thereby the study only covers only the public secondary schools where the data was be elicited from only teachers, principals and supervisions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter will therefore review extensively the literatures considered relevant to the present study. The chapter has three sections. These include conceptual framework, theoretical framework and empirical studies. under conceptual frame work, the following sub-headings have therefore been examined; concept of organization, meaning of management, meaning and types of organization climate of secondary schools; open organizational climate, controlled organizational climate, familiar organizational climate, paternal organizational climate, impact of open organization climate on the management of secondary schools in Kaduna State; impact of autonomous organization climate on the management of secondary schools in Kaduna State; impact of controlled organization climate on the management of secondary schools in Kaduna State; impact of familiar organization climate on the management of secondary schools in Kaduna State; impact of paternal organization climate on the management of secondary schools in Kaduna State and the impact of closed organization climate o the management of secondary schools in Kaduna State. In this chapter, the researcher will also review related empirical studies.

2.2. Conceptual Framework

The study focuses on the impact of organizational climate on effective Management of secondary schools in Kaduna State. Therefore, the following conceptual definitions will be reviewed to guide the study:

2.2.1 Concept of Organization

Organization is a process which integrates different type of activities to achieve organizational goals and objectives, to achieve these goals there must be competent management providing them all those factors to perform their job efficiently and effectively. Organization is nothing but is a process of integrating and coordinating the efforts of men and material for the accomplishment of set objectives (Farook, 2012).

They added that this process leads to identification of work to be performed which for convenience sake should be objectively grouped and defined. Then the work should be assigned to individuals according to their aptitude, technical knowledge, skill and efficiency. For satisfactory working the individuals should be given some right and authority. A mutual relationship between jobs (what to be done) duties (to be performed) and authority (to be exercised) should be established. Organization is just like a tool in the hands of management. Net results will be perfect if the tool is well designed and handed properly.

2.2.1.1 Characteristics of Organization

Organization is an effective and necessary instrument for the attainment of predetermined goals.

The following are main characteristics of organization.

1. Organization is an instrument used by the management for the attainment of preplanned objectives.
2. Management guides and directs the organization.
3. A set of rules and instrument are communicated to all connected with the organization.
4. It prefers to a group of personnel whose positions, rights, responsibilities are well defined and classified according to the nature of assignments.

2.2.2 Concept of Organizational Influences

Projects can play an important role in the success of an organization, but the development and management of these structures alone will not result in isolated entities within the organization. However, these roles are still subject to other internal and external influences that can make or break the goal of completing objectives (Adigan, 2016). Projects simply give the organization focus and the ability to control activities required to complete special objectives within the organization. Because the organization typically has established departments to complete certain activities for daily operations, some of these areas produce things for profit, called profit centers; other areas within the operation complete tasks to support the profit centers, such as administration, accounting, and human resources (Ahmad, 2005). Because special projects can utilize resources throughout the organization primarily from within the profit centers, projects are connected to other areas within the organization not associated with profit centers to facilitate completion of strategic objectives. Although these areas are needed, they can present either positive or negative influences on the success of completing projects; therefore, project managers should take them into consideration. Three primary areas within the organization can have a significant influence on how projects are structured, scheduled, budgeted, and controlled, and they have to do with the organization's leadership, culture, and structure (Akinfolarin, 2015).

2.2.2.1 Organizational Leadership

There is a consistent rule within most organizations that everything starts from the top and rolls down. This rule also is true in the area of managing projects. Whether it is perception or actual fact, the impact this rule will have on an organization starts with the general maturity of the organization and senior staff as well as specific management styles of those overseeing projects.

If the executive staff does not understand the importance and benefits of projects, they will not always be supportive of what managers are trying to accomplish and the approach they are taking in using projects to manage activities within the organization. This can come across in several forms, behaviors, attitudes, and actions which were enumerated by (Aubrey, B. & Cohen, 2005) thus:

- Poor selection of key managers in critical roles
- Approval or no approval of certain projects and activities
- Unnecessary timelines or budget constraints creating undue stress on projects and activities
- Misunderstanding or ignorance of critical activity update information
- Personality conflicts with project managers
- Hidden agendas that drive inconsistent or confusing decisions

2.2.3 Concept of Organizational Climate

Owens (1991) cited in Jessica (2009), opined that Organizational climate is the internal quality that is unique and peculiar to an organization. It is a set of attributes specific to a particular organization that may be induced from the way the organization deals with its members and its environment (West, 2002). Organizational climate has been defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner (Dorathi, 2011; Kao, 2015). Organizational climate can also be seen as the social and psychological environment or atmosphere that characterizes a particular organization. It is assumed that organizational climate comprise shared perceptions about organizational norms,

beliefs, values, practices, and procedures that can be served at general or specific levels (Sinha, 2015; Van Muijen, 1998; Guldenmund, 2000).

Owens (2004) cited in Akinfolarin (2015) defined organization climate as a general notion to express the enduring quality of institution of learning's life. Hoy and Miskel (2001), defined organization climate as "The set of internal characteristics that distinguished one organization from another and influence the behaviour of people in it". They explained that, climate is an end product of the school system with the team efforts of students, teachers and administrators as they work to balance the organization and individual dimensions of the social system. In the same vein, Sliver (2005), viewed organization climate as the atmosphere, culture, tone or the internal qualities of an organization especially as experienced by its members and noticed by visitors to the school. Haiman, (2003) defined organization climate as the atmosphere in which the influence activities are conducted. They further explained that, this climate could be designed by managers, and that it was composed of contingencies that help the organization adapt to changes, satisfy employees' needs and raise the effectiveness of operation. Other resources which are likely to assist and boost organization climate in Colleges of Education are the physical resources.

Maina (2008) opines that organizational climate can be recognized from the general atmosphere prevailing in the school. Climate is therefore, to be seen as a variable, which describes how staff perceives their Organization. When studying climate of an organization the concern should not only be with perception of the structure but also of the organizational process, such as change in productivity and behaviour. Organizational climate of a school refers physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions

necessary for teaching and learning to take place. School climate is evident in the feelings and attitudes about a school as expressed by students, teachers, staff and parents.

By summing up these definitions, it can be deduced that, each time climate' refers to some features or characteristics of the environment that has consequential effect on the behaviour of an individual or group, to which these people are sensitive to. It is something out there, outside the actor, behind the task or around the stimulus. Organizational climate can also be regarded is a source of behaviour variance outside the person, which is somewhat different from the usual operational definition of the stimulus. When everything else is held constant, the climate behaviour differs.

2.2.4 School Organizational Climate

School is a formal educational institution organized by the government and also by the community as an effort to provide human resources who are knowledgeable, skilled work and have high moral behavior and quality to build society, nation and state. In formulating and implementing various programs, as an effort to realize the purpose and function of the school, then there are many parties involved, such as, principals, teachers, administrative staff and learners. All are individuals with different backgrounds, who then unite themselves in one container called the school organization. Every individual within the school organization interacts with each other, making human relationships with each other so as to create a pleasant working environment and to make each individual or organization member feel comfortable and joyful in working to improve organizational performance (Puteh et al, 2014). However, if there are individuals who display behavior that is not fair in the atmosphere of interaction or human relations, it can be ascertained that the harmony of work, comfortable and at ease in doing organizational attitudes become obstructed.

By narrowing the concept of a school-organization climate into a democratic classroom climate, the concept of a school's organizational climate can be explained that, Climate can be viewed on the one hand as an eternal characteristic that characterizes a particular class, distinguishing it from other classes affecting the behavior of teachers and students.

On the other hand, the classroom climate is a feeling owned by teachers and students to the atmosphere of learning in that class (O'Brennan et al, 2014). The comfortable and fun learning climate in the classroom is important because a healthy climate allows teachers to work fully and students can generate motivation for achievement in learning and teaching activities (Shim et al, 2013). The creation of a harmonious and pleasant working atmosphere will improve the school's organizational performance, but it also happens that there is an atmosphere of work that impedes the improvement of school organizational performance, for example, because of a lack of support in the completion of a task or someone in the school which is not good, will disrupt the human relationships within the school organization and ultimately weaken the spirit and performance of the school organization, thus impacting on student learning outcomes (Skaalvik & Skaalvik, 2007; Reinke et al., 2013) The school organization climate is basically an atmosphere that exists or occurs in a school. The school's organizational climate can have a profound effect on teachers and students doing teaching and learning activities at a school (Guffey & Higgins-D'Alessandro). For that a principal in carrying out his leadership duties, should pay attention and create a pleasant working climate in the school he leads (Garrett, 2008). This is very necessary considering the magnitude of school climate influences on the behavior of teachers, students, staff and all the elements associated with teaching and learning activities in schools.

Schools that have a pleasant working climate, it is certain that can improve teachers' work performance and then will have a direct impact on students' achievement or the quality of

graduates from the school to be better. The pleasant work climate as intended comes from several dominant factors in the school organization, which are, the principal's managerial skills and leadership (Razavipour& Yousef, 2017). Positive behaviors displayed by teachers, learners and staff at the school are a better welfare guarantee and are supported by complete and effective and efficient learning facilities and infrastructure.

School climate reflects the physical and psychological aspects of the school that are more susceptible to change and provide the preconditions necessary for teaching and learning to take place and also a significant factor in process about improving academic performance and school reform. "Healthy School climate is one of the most important ingredients of a successful instructional program. The climate of the school attitudes of the teaching staff and support from the parents influence student achievement. As instructional leaders, principals can foster an understanding of the school vision, facilitate execution of the mission, and establish the school climate. Ubben and Hughes (1992) stated that principals could create a school climate that improves the productivity of both staff and students and that the leadership style of the principal can foster or restrict teacher effectiveness. Ultimately, values serve as the foundational essence of eminent leadership so that good human relationship can be established by being a role model so as to reform classic school model.

Based on the existing explanation, it can be argued that the school's organizational climate occurs as a result of the perceptions and judgments of each member of the school organization, whether teachers, students, and employees, to the atmosphere around and within the organization of the school where work and study are. If the atmosphere is positive, then the results of perception are positive too, but if the results of individual perceptions of the negative organizational environment, then the individual concerned will be less enthusiastic in the work.

To sum it up, School climate is a “relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools”.

2.2.5 Components of School Climate:

Several aspects of school’s physical, social and psychological environment compose its climate. i.e. School Administration, Appearance and physical plant, Faculty relations, Student’s interactions, Learning environment, Students–Faculty members involvement, Attitudes and culture, School-community relations, socio-economic background, Support from the stake holders. In the “School Organizational Climate Descriptive Questionnaire” developed by Motilal Sharma in Vedavathi (2017) considered the climates namely open climate, Autonomous climate. Familiar climate, controlled climate. Paternal climate and closed climate. A better achievement found in the case of familiar climate schools (Sharma, in Vedavathi, 2017).

2.2.6 Open organizational climate

Open organizational climate could be described as an energetic and lively organization which is moving toward its goals, and which provide satisfaction for the group members ’social needs. Leadership acts emerges easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social needs satisfaction; on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the authenticity of the behavior that occurs among all the members (Dare, 2006).

2.2.7 Autonomous Organizational Climate

Autonomous organizational climate is one in which leadership act emerge primarily from the group. The leader exerts little control over the group members; high Spirit results primarily from social needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree (Haiman, Scott, & Comer, 2003).

2.2.8 Controlled Organizational Climate:

Controlled organizational climate is characterized best as impersonal and highly task oriented. The group's behavior is directed primarily towards task accomplishment; while relatively little attention is given to behavior oriented to social needs satisfaction. This climate lacks openness, or authenticity of behavior, because the group is disproportionately preoccupied with task achievement (Zhang, 2010).

2.2.9 Paternal organizational Climate:

This type of organizational climate is characterized best as one in which the principal constrains: the emergence of leadership. Acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used. Supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence experts among the- members is low (Zhang, 2010).

2.2.10 Closed Organizational Climate:

Closed organizational climate is characterized by a high degree of apathy on the part of members of the organization. The organization is not "moving" spirit is low because the group

members secure neither; social-needs satisfaction nor the satisfaction that-comes from task achievement. The members' behavior can be construed as inauthentic indeed; the organization seems to be stagnant (O'Brennan, Bradshaw, & Furlong, 2014).

2.2.11 Familiar Organizational Climate:

This type of organizational climate is highly personnel, but under controlled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, spirit is not extremely high simply because the group members source little satisfaction from task achievement. Hence much of the behavior within this climate can be construed as inauthentic (Raza, Mehr, & Shah, 2010).

2.2.12 Concept of Management

Management involves careful utilization of human, materials, financial, time and political resources toward the achievement of common goals in an organization. Thus, in the statement of Ngu (2008), management is the ability to have full control of human and material resources in specific organization within a period of time. This invariably pointed that the scope of management covered with the risk taking of unforeseeable circumstance that may occur in the organization. Thus, management involves some six elements of organizational administration such as planning, organizing, coordinating, directing, controlling and staffing that are combined to build the organization. In line with this, management referred to the six elements of management function such as planning, organizing, coordinating, directing, controlling and staffing that are combined to build the organization. This show that organization cannot function without the use of any element stated in achieving the goals and objectives of the organizational structure.

In addition, Olagboye (2004) posited that "management is the process of planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve organizational goals". In a nutshell, Management is a social process entailing responsibility for the effective and economical planning and regulation of the operation of an enterprise. To fulfillment of a given purpose or task, such responsibility involving judgments and decision in determining plans and in using data to control performance and progress against plan.

2.3 Theoretical Framework

In this section, the researcher reviewed some theoretical framework or models that were formulated for measuring school organizational climates. There are many models designed for this purpose for the early work done by Halpin and Croft (1963) titled (OCDQ) and consolidated framework by Hoy, Smith & Sweetland, (2002) would be reviewed.

2.3.1 School Climate Theoretical Frameworks

School climate theoretical frameworks exist in many different forms. A variety of school climate frameworks model has been developed for use as guides for measuring the climate of schools. The early work of Halpin and Croft (1963) in conceptualizing school climate laid the foundation for many of the frameworks that came after. This duo developed a school climate framework that involved eight dimensions of teacher-teacher and teacher-principal behavior. They named the instrument the Organizational Climate Description Questionnaire (OCDQ) and it was developed only to measure the climate of elementary schools. Chance and Chance (2002) described this instrument as —one of the pioneering and best known instruments to describe school climate. Presently, school climate instruments are changing form rapidly as researchers try to find the

best ways of measuring this multifaceted construct. School climate literature reveals that two major perspectives exist and these are openness and health. The framework of open school climate comes directly from the work of Halpin and Croft (1963). The original OCDQ was revised to be used in schools not only at the elementary level but also at the middle and high school levels. Regardless of the revisions made to this instrument, the concept remained the same: there is a measure of school climate on a continuum from open to closed (Hoy & Hoy, 2009). Hoy, Hannum, and TschannenMoran (1998) shed some light on the factors that characterize open and closed climates.

An open climate is considered to be one in which there is a high degree of authenticity in regard to both principal and teachers. The principal leads by example, and teachers work well together, as they are committed to their school. A closed climate, on the other hand, is characterized by principals and teachers who simply go through the motion with an emphasis on busywork that is not of much benefit to the institution. The principal is not a very effective leader and closely monitors the teachers who are often not very satisfied.

Another well-known theory for school climate is that of healthy schools. The work of Hoy and his colleagues contributed much to the notion of healthy school climate (Hoy & Clover, 1986; Hoy & Forsyth, 1986; Hoy & Miskel, 1991; Hoy, Tarter & Kottkamp, 1991). Healthy organizations are those that are able to —manage successfully with disruptive outside forces while effectively directing their energies toward the mission and objectives of the organization (Hoy & Hannum, 1997). A major characteristic of this framework is that it considers three levels that are said to exist in every organization: the managerial, the technical, and the institutional level. A healthy school climate exhibits positive student, teacher, and administrator interrelationships.

Teachers and students believe in themselves and set high goals for themselves, principals go the extra mile to assist teachers, and the school has a good relationship with the community in which it exists (Hoy, Smith & Sweetland, 2002).

The Organizational Health Inventory (OHI), developed to measure the health of schools, measures factors at the three levels: at the technical level academic emphasis and teacher affiliation; at the managerial level collegial leadership, resource supportiveness, and principal influence; and at the institutional level, institutional integrity (Hoy & Hannum, 1997; Hoy & Hoy, 2009; Hoy & Tarter, 1997; Hoy, Tarter and Kottkamp, 1991).

Openness and health are two important metaphors used in describing school climate, and instruments have been developed for each of these frameworks. As researchers conduct more studies on school climate they have found that the use of the instruments to measure openness and health can sometimes become cumbersome. In an effort to provide practitioners with a flexible instrument that could readily be employed, some scholars decided to combine the two frameworks and developed a consolidated framework for school climate (Hoy, Hannum & Tschannen-Moran, 1998; Hoy, Smith, & Sweetland, 2002; Tschannen-Moran, Parish & Dipaola, 2006).

2.4.2 Consolidated Theory for Organizational Climate

In both of the revised versions of the openness and the health frameworks, a total of 12 factors was included with the openness framework having anywhere from 34 to 64 items and the health framework having 44 items (Hoy, Smith & Sweetland, 2002). Researchers realized that there was some overlap in the metaphors of openness and health. Some of the factors could be combined and some could be eliminated to create a more concise measure of school climate that

would still encompass the two perspectives of openness and health. Comparisons reveal that both openness and health frameworks have been proven to be useful in analyzing the climate of schools, both frameworks measure aspects related to the workplace, and both use apt metaphors to examine the climate of schools (Hoy, Smith, & Sweetland, 2002). Hoy, Hannum and Tschannen Moran (1998) adds that —moreover, open schools tend to be healthy ones and healthy schools tend to be open.

The works of Hoy and Sabo (1998) and Hoy, Hannum, and Tschannen-Moran (1998) contributed greatly to the development of a —parsimonious framework. Using the dimensions from both of the perspectives, they performed second-order principal components analysis to simplify the frameworks. The factors, supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, committed teacher behavior, disengaged teacher behavior from the openness metaphor, and institutional integrity, collegial leadership, principal influence, resource support, academic emphasis, teacher affiliation from the health metaphor were reduced to four factors that accounted for 71% of the variance (Hoy, Hannum & Tschannen-Moran, 1998).

The first factor which described the relationship between the principal and teachers encompasses the original factors of supportive and collegial leadership, directive and restrictive principal behavior. The first two aspects loaded positively and the latter two loaded negatively. This factor was thus given the name collegial leadership which describes behavior of the principal as being supportive while not being directive or restrictive. Relationships that the teachers had with each other characterized the second factor and included teacher commitment, teacher collegiality, teacher affiliation, and teacher disengagement. Of these factors, the first three loaded positively and the last one loaded negatively. This factor was given the name teacher professionalism and

deals with behaviors of the teacher characterized by respect, warmth and friendliness, and commitment to students. The third factor included academic emphasis, resource support, and principal influence which was labeled as academic press as all items loaded positively for this factor. Academic press involves teachers, students, and principals setting high but reasonable goals for the student, students responding positively to these goals, and the principal supplying necessary resources and assist in any way to attain these goals. One item, institutional integrity defined the last factor. This deals with teachers being protected from unreasonable community demands. Hoy, Hannum and Tschannen-Moran (1998) decided to change this factor to environmental press to encompass external (environmental) as well as internal (academic) press.

This parsimonious framework with a total of 95 items is said to be more feasible because it captures the essence of both the open metaphor and the health metaphor. Grouping the factors makes for the development of more useful instruments. Moreover, for the health metaphor, the technical, managerial, and institutional levels inherent to organizations are considered. Collegial leadership encompasses the managerial level, teacher professionalism and academic press the technical level, and environmental press the institutional level. Sweetland and Hoy (2000) added that this simplified view calls attention to four important linkages in schools: principal-teacher (collegial leadership), teacher-teacher (teacher professionalism), teacher-student (academic press) and the school and the community (environmental press). Hoy, Smith and Sweetland (2002) refer to these linkages as vertical and horizontal linkages. Vertical linkages are between the school and community (environmental press), between the teachers and principal (collegial leadership) and between the teacher and students (academic press) while the horizontal linkages are among the teachers as colleagues (teacher professionalism). This new parsimonious framework seems to be effective and Hoy, Hannum, and Tschannen Moran (1998) has gone as

far as saying that —once the four factors are considered, other factors are redundant and add nothing to the explanation of variance in student achievement. Hoy, Hannum, and Tschannen-Moran had expressed concerns about the term environmental press as it does not differentiate positive forces from negative ones and outside forces did not always mean negative forces. It was left up to other researchers to continue to refine this aspect of the new framework.

It must be noted that this earlier work on a parsimonious view was limited to middle schools. Hoy, Smith, and Sweetland (2002) extended this work to high schools and agreed upon the same aspects of the new framework. They assessed the four aspects developed in the original parsimonious framework and developed an Organizational Climate Index (OCI) that was specifically for high schools. Their goal was to refine the framework further and reduce the number of items even further still keeping the four suggested dimensions. Their statistical analyses resulted in a 27-item scale and a renaming of the terms academic press and environmental press. Academic press was renamed achievement press as it reflects the press from parents and community on the academics of the school. Earlier research had focused on academic press as solely internal pressures. Environmental press was changed to institutional vulnerability as the authors felt that it reflects the more negative tone of the set of items in that category. The authors conceded that the only thing missing from this newly emerged consolidated framework was the positive side of school-community relations.

Building up on this gap in the research, Tschannen-Moran, Parish, and Dipaola (2006) suggested the most recent revision to the school climate framework and developed the School Climate Index (SCI). These authors concurred with previous scholars on the factors of collegial leadership, teacher professionalism and academic press. The fourth factor, environmental press or institutional vulnerability, as it was previously called, was addressed in a slightly different

manner. Dipaola and Tschannen-Moran (2005) conducted a study on how best to deal with outside influences as an organization and found that bridging strategies were much more beneficial to schools than buffering strategies. Bridging strategies basically meant embracing the community so that school and community could work cooperatively while buffering strategies meant keeping the schools independent from their environments.

The authors developed an instrument to measure bridging strategies known as a community engagement measure and likewise associated buffering strategies with institutional integrity. Tschannen-Moran, Parish, and Dipaola (2006) used this same concept of bridging and buffering in the development of the SCI to deal with the institutional integrity/environmental press aspect of it. They employed the community engagement instrument that was developed for the bridging or buffering study and changed the term environmental press to community engagement. They described community engagement as —the extent to which the school fosters a constructive relationship with the community. Table 1 was constructed by the researcher of this current study to outline the development of the various school climate frameworks based on the literature.

Table 1
Development of Frameworks for School Climate

Consolidated framework	Contributors	Factors included	Changes	Result
Parsimonious View	Hoy, Hannum & Tschannen Moran (1998) Hoy & Sabo (1998) Sweetland & Hoy (2000)	Academic press Collegial leadership Teacher professionalism Environmental press	Institutional integrity to environmental press Academic press to achievement press Environmental press to institutional vulnerability	95-item instrument
Organizational Climate Index (OCI)	Hoy, Smith & Sweetland (2002)	Achievement press Collegial leadership Teacher professionalism Institutional vulnerability	Institutional vulnerability to community engagement	27-item instrument
School Climate Index (SCI)	Tschannen-Moran, Parish, & Dipaola (2006)	Academic press Collegial leadership Teacher professionalism Community engagement		28-item instrument

The description of school climate (Table 1) points to a multifaceted construct that continues to evolve, take shape and form as researchers search for ways of defining and describing school climate. Zullig, (2010) pointed out that one of the challenges in addressing school climate is in relation to what is measured and how it is measured. The lack of consensus on a single definition of school climate as well as the lack of consensus on definite factors that encompass school climate, has not deterred researchers from carrying out studies on this construct. Researchers have been able to describe characteristics of school climate carefully as it relates to their studies and have thus carried out very useful studies.

2.4 Influence of Open Organizational climate on Management of Secondary Schools

The prerequisite of any principal is the careful utilization of human, materials, financial, time and political resources toward the achievement of common goals in the school. Open organizational climate is therefore being an energetic, lively organization which is moving toward

its goals, but which is also providing satisfaction for the individuals' social needs. An open climate describes the openness and authenticity of interaction that exists among the principal, teachers, students and parents. It is marked by high interactions and high level of Esprit de corps. It is climate where the behaviours of both the principals and teachers are open. According to Hoy in Tukur (2015), the open climate reflects the principal's and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. The principal shows genuine concern for teachers motivates and encourages staff members, gives the staff freedom to carry out their duties in the best way they know, and does not allow routine duties to disrupt teachers' instructional responsibilities. The teachers, principals and students care, respect and help one another as colleagues and even at a personal level. Opined that the Open climate is characterized with high supportiveness, low directiveness, and low restrictiveness, high collegial and high intimacy. The principal readily takes suggestions from teachers and gives praise frequently. The teachers have more autonomy and have the freedom to take risk and perform their jobs without the need of close supervision. The relationship among the teachers is professional and open. Teachers will readily work together and view themselves as close friends. An open school climate is one in which administration and faculty behaviours are supportive, genuine, and engaged. This depicts a situation which has relatively more openness. Teachers are not hindered in their work either by the management or the school principal. They work together without complained or infighting. They are friendly with one another, teachers are not overloaded and are motivated enough to overcome difficulties and frustration. They have job satisfaction, they are proud to be related to the school.

2.4.1 Teachers and Students Relationship in open organizational climate

Teacher relationship with the students in teaching depends largely upon relationship between the teacher and his students in terms of attitude of the teacher. A good measure of success is ensured when a teacher establishes good rapport with his students. Among the major concern of the beginning teacher is how to relate to his students in a cordial and meaningful way (Halpin & Crof, 1963).

It is important therefore, that the teacher establishes form of control over his class, there is no doubt that there will be students who will like to 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 students to attest few days. It has become an accepted fact that in order to establish good teacher-student relationships and teacher control, the teacher needs to learn the names of the students immediately (Razavipour, & Yousef, 2017). It should be recognized that students are people and as such, in moment of friendship or intimacy is established when they realize that the teachers make an effort to know their names. The fact that they are youthful does not give the teacher the right to be rule to them or to override their rights as persons. "Minding one's manners" is an important for teacher as it is for students. Unfoundedly, children should be assisted by the teachers because of their lack of experience, and the teacher should encourage them to develop their own interest. A demonstration of such interest in the students earns teacher a good reaction from them. If a student 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 (Sweetland, Scott, Hoy, & Wayner, 2000). The beginning teacher should also be concerned with the activities of his students. These activities include athletic games, school plays

and drama and other extra-curricular activities. Students have been noticed to accept readily the teacher or teachers who show real interest in all of their activities. Similarly, in order to earn the students respect, the teacher needs to do an outstanding job of teaching as well as treating all the students fairly and impartially(). Teacher must endeavour to treat every student the same way regardless of his social and economic background or his inherent disabilities. Young teachers have the tendency to appease the students 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 reaction and popularity (Hoy & Sabo, 1998). They added that teacher who can teach students 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 students even though they learn the subject.

Generally speaking, a teacher is a guide, monitor, instructor, councilor, imparter etc. who need to associate closely with his students in order to maintain a good rapport with his students. He needs to relate with them fully without having fair in their minds with this behaviour. Teacher with open mind seems to have a better understanding of his students while his students feel free to demonstrate their need and desire for proper solutions (Halpin & Croft, 1963).

2.5 Influence of autonomous Organizational Climate on Management of Secondary Schools

Autonomous climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The principal models enthusiasm and diligence. Both the teachers and the students are happy as there is no external treat or influence. Teachers have great

desire to work as students are highly motivated to learn (Kuenzi, and Schminke, 2009). Autonomous climate is an environment in which teachers and administrators use skills such as collaboration, interdependence and problem-solving and also welcome innovation as a sign of improvement and progress. The principal is supportive, flexible, and open minded to teachers (Hoy, 1991 in Tukur, 2015). In this type of climate, the teachers and the principals are independents and work amicably together for the attainment of the school's objectives without necessary following the rigid hierarchical order obtained in closed climate. In most cases, the teachers work almost independently. This has less openness than open climate. The principal gives almost complete freedom to teachers to provide their own structure for interaction so that they can find ways within the group of satisfying their social needs. Teachers achieve their goals easily and quickly and work together in order to accomplish tasks of the organization. Morale of the teachers is high but not at high as in open climate. The head teacher runs the school in a business-like manner and remains aloof from teachers. He has set procedures and regulations which provide guidelines which teachers can follow. He is considered and works hard himself to set examples. He is genuine and flexible.

The interaction of principal and the staff member of the school influence the organizational atmosphere. If the principal is considered and responds to the need of his staff and takes personal interest in matters concerning his staff, students, teachers and even parents show keen interest and sympathy with them. Such behaviour of the principal has positive effect on organization climate of the school and hence influences the administration of the schools (Helpin in Sokol, Gozdek, Figurska, &Blaskova, 2015). They also asserted that, "showing concern for teachers, parents and students are the leaders, they must therefore relate to stakeholders in the way they demonstrate their concern for them.

The students and the teachers function effectively when their basic needs are met and this contrabass (Brunner and Howard in Douglass, 2010). To a caring environment in which everybody cares for one another and invariably foster excellent teaching and learning 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) observed that, “Lack of consideration may contribute to teachers’ frustration and apathy therefore negative climate will prevail in school.

2.6 Influence of Controlled Organizational Climate on Management of Secondary Schools

In the controlled school climate, independency is exhibited among the leaders of sections of departments in the school primarily provided by the educational administration. This is the type of school climate where the behaviour of the principal is closed but the behaviour of the teachers is open (Hoy & Clover in Tukur, 2015). Low on supportiveness, high or defectiveness, high on restrictiveness, high on collegiality, high on intimacy and high on engagement. Studies in this perspective indicate that school leaders influence learning primarily by galvanizing effort around ambitious goals and by establishing conditions that support teachers and that help students succeed. The principal is very rigid and restrictive often requiring faculty to do meaningless task. There restrictive behaviours, hinder rather than facilitates teachers’ work. The principal burdens teachers with paper work, committee requirements, routine duties, and other demands that interface with their teaching responsibilities. This type of school climate is associated with required stakeholders to have a greater voice in school governance, leaders implement strategies that help others participate effectively by providing instructional guidance. Principal gives orders and the teachers are expected to adhere to all rules with no exceptions. This manifests lesser

degree of openness than both open and autonomous climate types. The climate is marked by emphasis on achievement at the expense of satisfaction of social needs. All work hard and there is hardly any time for friendly relations with others or for deviation from established controls and directives. Teachers are expected to get work done and they expect to be told personally just how to do it. There are a few genuine, warm relations among teachers but social isolation is common. Job satisfaction is not from satisfaction of social needs but from tasks accomplishment. The head-teacher is more result oriented. He has low human qualities and gives little love, warmth or sympathy to his teachers. He is dominative and directive, formal and impersonal, ego-centre. He delegates few responsibilities and does everything to keep the school moving.

2.7 Influence of familiar Organizational Climate on Management of Secondary Schools

Familiar climate depicts a laissez-faire atmosphere. The principal is concerned about maintaining a friendly atmosphere at the expense of task accomplishment. The leadership here promotes cooperation and assists others to work together toward common goals. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the principal runs the school; they do not share the same view with the principal and their colleagues. As a result, those who are not committed form a clique because they share the same attitude and they become friends. Familiar school climate tend to be less formal and more flexible in response to the needs of students, families, teachers and administrators (Hoy, 1991 in Douglas, 2010). While empirical evidence is limited, research suggests that teacher leaders can help other teachers to embrace goals, to understand the changes that are needed to strengthen teaching and learning, and to work together towards improvement. As flatter, team-based, more organic structure begin to predominate over hierarchical structures in schools, especially through site-based management initiatives; more attentions in the school. In addition

to teachers and administrators, parents and students are important potential sources of leadership. In this type of climate, the hierarchical order is not completely rigid. Sometime such order could be modified with effective communication with the principal and other school executives. He teachers could employ some innovative abilities in the execution of orders and the students could be more interactive with teachers than obtained in Paternal and closed climates. The main features of this climate are the obviously friendly manner of both the principal and the teaches. Social needs satisfaction is excrementally high while little is done for the group activities to be directed towards goals achievement. Socially, teachers will be all part of a big happy family. Morale job satisfaction will be average which will come from social needs satisfaction. As the principal does not make any attempt to motivate or lead teachers to put in their best efforts. He exerts little control on teachers' activities. The leadership lacks commitment and is feeble. He lacks the will and competence to emphasize production. Although no one is wrong no one works to full capacity. Little is done either by direct or indirect means to evaluate or direct the activities of teachers and who looks out for them.

2.8 Influence of Paternal Organization Climate on Management of Secondary Schools

Paternal climate depicts an atmosphere where the principal is very hard working, but has no effect on the staff; to them, hard work is not a popular part. There is a degree of closeness between the principal and teachers, but the principal's expectation from teacher is rather impractical. The leaders in this environment influence students' learning by helping to promote vision and goals, and by ensuring that resources and processes are in place to the leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the principal. Often students cannot express their difficulties or problem with boldness and parents visit the college only when it is absolutely necessary. Paternal climates

involve little cooperation of administrators with teachers. This type of school climate has a more rigid atmosphere with the school administrators in the role of leader and the environmental participants as subordinates (Hoy in Tukur, 2015). Order is expected to flow with little or no contribution from the subordinate teachers. Some of the shortcomings of this type of school climate is the lack of opportunity for innovations on the part of the teachers. Order is always characterized with rigidity and is not expected bend in the process of execution. The hierarchical order is always maintained in the execution of policies. This climate is characterized by ineffective attempts of the principal to control teachers as well as to satisfy their social intrusive and wants to know everything at once. He is everywhere at once, checking, monitoring and telling people how things should be done but still nothing seems to get done. The climate shows more closeness than familiar type climate. The principal has an inflated ego and his centre of interest and concern are the school and network of activities therein. Teachers do not work well together, there are factions. The principal inability to control activities of teachers leads to lack of establishment of group maintenance. A great deal of work is done by the principal, thus teachers have few hindrance. As the principal takes care of things as best as can, teachers give up trying. They do not enjoy friendly relations with each other nor have adequate satisfaction with regard to task accomplishment. As the principal fails to provide an example or an ideal which teachers can emulate they are not motivated.

Intimacy is a term used to picture the kind of relationship that exists among teachers in a college (Halping, 1966). The degree of relationship that exist 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 dies in the 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 situation.

They find their closest friends among their colleagues. In this kind of situation, teachers' emotional and psychological needs are met. They get the encouragements 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, strife, suspicion and even quarrel.

2.9 Influence of Closed Organization Climate on Management of Secondary Schools

Closed climate represents the antithesis of the open climate. The main characteristics of this type of climate are lack of commitment and non-productivity. There is no commitment, especially on the part of the principal and teachers. The principal is rigid in controlling, inconsiderate, unsupportive and unresponsive. Consequently, most teachers are frustrated, ineffective and lack of respect for the principal (Hoy and Sabo, 1998). According to Hoy et al (1991), the closed climate is low in supportiveness, high on directiveness, high on restrictiveness, low on collegiality, low on intimacy and high on disengagement. The principal exhibits controlling behaviour. The rules are rigid and there is too much focus on routine and meaningless task. The principal is generally regarded as unsupportive and inflexible. The teaches in a closed

environment are divided and uncommitted to the school. Closed organizational climate is tended to be associated with being stagnant, with low teacher morale and apathy is present. A closed climate is characterized by lack of genuine, game playing, and relational disengagement. This is the most closed climate and the least genuine and it characterized the other extreme of the climate spectrum. The principal is ineffective in directing the activities of teachers, at the same time he is not inclined to look out for their personal welfare. The principal will be highly aloof and impersonal in controlling and directing teachers' activities. He sets up rules which are normally arbitrary. He will 'go by the book' rather than get too involved personally with teachers and their problems. His words are hollow and he possesses little thirst and he does not motivate the teachers by setting good personal examples.

2.10 Climate Impact of School Organization on Principals and Teachers Work Behavior

Organizational climate of the school includes teachers, students and employees who are interacting and perceiving. Working behavior of each member of the school organization affects each other. Especially for teachers, as members of school organizations that have a strategic position in the implementation of learning activities and improving the quality of learning outcomes of learners, the teacher should have a quick sensitivity in perceiving every situation that occurred in school in the form of activities, expressions and behavior of other school organization members which touches on the emotional aspect, both positive and negative. School climate is basically an atmosphere in a school. The school climate will have a profound effect on teachers and students doing the learning activities at the school. For that a headmaster in his leadership duties, should pay attention and create a pleasant working climate in the school he leads (Vedavathi, 2017).

Keep in mind that the influence of the principal's leadership on the behavior of teachers, students, staff and all the elements associated with learning activities at school. The leadership role of the principal impacts and transforms into a work climate that delighted all members of the school organization. Schools that have a pleasant working climate will have a significant impact on student achievement or the quality of graduates from the school. This means that teachers surely perceive the atmosphere of work with a cool atmosphere that touched emotional state of their professionalism so that devote all they have either the energy, time, competence as a teacher or educator, commitment, attention, and various efforts in implementing the learning process.

2.10 Review of Empirical Studies

This section of the study dwells on review of previous studies related to influence of organization climate on effective management of secondary schools in Kaduna state, Nigeria. Particularly it reviews literature related to factors that touch on the effective communication in public secondary schools, management of financial resources in public secondary schools, management of curriculum resources, influence of organizational climate on decision making and influence of prevailing organizational climate on mentorship of staff in public secondary schools.

Mallah, (2016) carried out a research on creating an Organizational Climate for Communication” – Internal Communication and Leadership in a Project-based International Organization: The Case of UNOPS. A qualitative approach relying on a case-study strategy was used to probe which contextual aspects impacted the flow of effective internal communication within UNOPS. Qualitative data was collected from 12 semi-structured interviews with UNOPS personnel from eight different countries. In addition, direct observations and internal document analysis were

integrated to enrich the findings. The findings argue that organizational climate significantly impacts effective internal communication within international organizations.

The case study findings confirm a strong relationship between management leadership, the perception of organizational trust and people's willingness to engage in an open and clear manner. More importantly, effective internal communication was directly influenced by how consistent executive, senior and middle managers were with their actions and words. In addition, effective two-way communication was linked with the perceived clarity of roles. The thesis also supports that the internal communication criteria of *relevance, clarity, sincerity, credibility* and *reciprocity* as proposed by Zaremba (2006), Drucker (2007) and Marques (2010), are proportionately related to leadership. Furthermore, the findings show a positive relationship between effective internal communication and change management, as espoused by Kitchen & Daly (2002) and Bharadwaj (2014). This research has a relationship with the current research as both the two look into the variables that influences effective organizational climate. Even though the former looked into the impact of effective communication on organizational climate while the latter consider communication as a part of the objectives of the study.

Adewale & Anthonia (2015) conducted a research on the influence of organizational Culture on Human Resource Practices: A Study of Selected Nigerian Private Universities. Descriptive research design was employed for the study. The target population of this study consists of Nigerian Private Universities. The sample of the study was two hundred and thirty-seven respondents in three selected private universities in Ogun State. Cluster and stratified random sampling approaches were adopted for this study. The statistical analysis was based on two hundred and thirty-seven respondents in the selected private universities showing that a close relationship exists between organizational culture and recruitment process, training

programmes, job performance management, performance of employees, pay structure, and compensation administration. The study suggested that given the organizational context of the study, each of the variables will be appreciated more by the individuals in values, beliefs, and practices of the organization. It is therefore suggested that prospective employees or job seekers should endeavor to familiarize themselves with the organizational culture before accepting job offers.

While the previous study focuses on the influence of organizational Culture on Human Resource Practices in some selected private University in Ogun state, the current research is concerned with the influence of organizational climate on the management of secondary schools in Kaduna state. Therefore, though related, but there exist a gap between the two because the former was conducted in University in Ogun while the latter aimed at conducting a research at secondary schools in Kaduna state.

Selamat, Samsu&Kamalu (2015) conducted a research on the impact of organizational climate on teachers' job performance. The main purpose of this study was to examine the influence of organizational climate on teachers' job performance. 37 secondary school teachers in the district of Klang, Malaysia participated in the study. The sampled populations were selected based on simple random sampling. The data for the study were collected using the survey method and were analyzed using descriptive and inferential statistics. Based on the data collected, the findings showed that teachers in a secondary school were unable to carry out their tasks and the organizational climate in the school was unhealthy. The study also showed that organizational climate was found to be a significant factor that could affect teachers' job performance. In terms of organizational climate dimensions, one aspect of principal's leadership behavior and teachers' behavior: thrust and hindrance were found to be critical factors in

enhancing teachers' job performance. The findings of this study have implications to the role of principal in exercising positive job behavior and do not over emphasize on paper work as it would benefit teachers' classroom instruction and students' academic achievement. Based on the findings, this study also provides recommendations for practices and future research. Even though the study share some basic characteristics with the current study such as, organizational climate, job performance, research design; survey and population-educational institution, the present study differs in the sense that the location of the study is different and its interest is on the impact of organization climate and how this affect management of secondary schools in Kaduna state; while the previous study was to examine the influence of organizational climate on teachers' job performance silence of administrative staff.

Kaya and Başkaya (2016) study on the roles of organizational and ethical climate on individual performance of employee tests the roles of organizational climate and ethical climate, which gradually gain significance in new organizational structures that emerge with social, economic and technological changes under the market conditions of the 21st century, on the individual performance of employees. For this purpose, data were obtained by using the survey method on the white-collar employees of organizations functioning in three diverse areas of the private sector in Istanbul. It was determined that while organizational climate has a low influence on the individual performance of employees, the ethical climate has an important role on the individual performance of employees. The study shared some similarity with present study as both interested in determine the influence of organization climate on performance of staff. Though the some added additional variable of ethical climate which the study found to have greater influence employer performance. The former research uses survey research design so

also the latter. In terms of population, the population of the former is University staff while the former is secondary schools teachers.

Deoghar (2011) conducted a research on the Organizational Climate as a Predictor of Teacher Effectiveness. The research is a descriptive survey study which was aimed to study the impact of the organizational climate on teacher effectiveness. It research also examined the type of organizational climate existing in different types of school. The researcher has selected a sample of 100 Elementary School Teachers from Koderma District of Jharkhand. The sample size of the study contained 50 students from Government Schools and 50 from Private Schools. For this study the random sampling method was used by the researcher. The tool used in this study was a School Organizational Climate Descriptive Questionnaire (SOCDQ) developed and standardized by Motilal Sharma. The questionnaire consisted of 64 items based on 8 different dimensions and on four point scale. Results reveal that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

Both the previous and the current studies focuses on organizational climate even though while the previous research focuses on the organizational climate as a predictor of teacher effectiveness, the current study on the other hand focuses on the influence of organization climate on the effective management of secondary schools of Kaduna state, though the two studies share similarities in terms of the impact of organizational climate, they still differ in terms of scope and the study areas.

A study conducted by Bahrami, Taheri, Montazeralfaraj and Tafti (2013) which determined the relationship between organizational climate and leadership styles of the managers

of physical education organizations in Isfahan Province. The research is descriptive carried out as a field study. The population of the research consists of all the physical education managers of the province including 57 managers (the sample is the same as the population). Sussman and Deep's Organizational Climate Questionnaire (OCQ) and Metzcus and Burden's Leadership Behavior Description Questionnaire (LBDQ) were used as research instruments. The results suggest that there is a significant relationship between organizational climate and leadership behavior of the managers. The correlation coefficient indicated a significant positive relationship between the autocratic leadership style and closed organizational climate and between democratic leadership style and open organizational climate at the 0.01 significance level. Further, a significant positive correlation was observed between the dimensions of organizational climate (goal, role, reward, procedures, and communication) and leadership styles of managers. The study is similar to the present study, the interest of both study is how organization climate influence many aspect or organization, both study used survey research design and population-higher institution, the present study is differ in the sense that its interest is on the impact of prevailing organization climate and how this affect management of secondary schools in Kaduna state while the previous study focus on how leadership style shapes organizational climate.

William, (2015) carried out a study on comparative measures of organizational climate in ongoing patient safety studies, identify similarities and setting-specific dimensions, develop a model of climate domains that are hypothesized to affect outcomes across settings, and test aspects of the model. Investigators who had surveyed health care workers' perceptions of organizational climate in six studies funded by the Agency for Healthcare Research and Quality (AHRQ) were invited to participate. Survey items from each study were classified using four climate domains found in a prior literature review. More than 80,000 workers were surveyed.

The model's core climate domains included leadership (e.g., values) and organizational structural characteristics (e.g., communication processes and information technology), the impact of which was mediated by four process variables: supervision, group behavior (e.g., collaboration), quality emphasis (e.g., patient centeredness), and work design (e.g., staffing). These factors affect health care worker outcomes (e.g., satisfaction and intention to leave) and patient outcomes. Overall, the full model explained 24 to 65 percent of the variance in employee satisfaction, but was not as effective at predicting intention to leave. The study concluded that while some of these domains appeared in prior models, new domains quality emphasis, new sub-constructs, information technology, and patient centeredness are emerging. Our model invites dialogue among researchers and informs agenda-setting for future research into organizational climate and the safety of patients and health care employees. This integrative model will facilitate cross-study quantification of associations among variables in these important domains. The study is similar to the present study, the interest of both studies is how organization climate influence on many aspects of organization, both study used survey research design but the population differ - higher institution and secondary school. The present study is differ in the sense that its interest is on the influence of the organization climate and how this affect management of secondary schools while the previous is model oriented research.

Vedavathi (2017) carried out a research on Secondary School Organizational Climate and Work Values of Secondary School Heads. The sample considered 220 secondary school heads of South Canara District at Karnataka State in India by stratified random sampling technique including government, private aided, private un- aided and minority schools. The Data was collected by using Work Values scale and SOCDQ. The study found that there is no significant difference between the work values of secondary school Heads working in different School climates and

found significant difference in school climates with different types of schools. This research is similar to the current study as both concentrated on the impact of school climate, but the former looks at the school climate and work value of secondary school head while the latter assessed the impact of school climate on the management of secondary school.

Eric & Mary (2008) carried out a research titled the Impact Of School Climate On School Outcomes. The purpose of this article is to provide insight into an elementary school whose climate issues appear to plague and impact it's performance as measured by it's Annually Yearly Progress (AYP). The Northwest Georgia elementary school is located in a rural school system approximately 50 miles northwest of Atlanta, Georgia. A review of the literature suggests school climate can affect many areas and people within schools. It further suggests that positive interpersonal relationships and optimal learning opportunities in all demographic environments can increase school achievement levels and reduce maladaptive behaviors (McEvoy & Welker, 2000). Providing a positive and supportive work environment and climate for faculty and staff, more often than not, improves faculty, staff and student performance (Freiberg, 1998). An in-depth analysis of the environment of the school in question suggests a lack of faculty and staff respect for administration, a hostile work environment, and overall low morale. Deep frustration and anger on the part of faculty and staff were apparent in a substantial number of written responses to open-ended questions. Although responses to work environment and administration were split along mean scores, the overall data indicate that the status quo cannot continue without continued negative consequences. When half of the faculty and staff are dissatisfied with their work environment and administration, teaching and learning is almost certain to be negatively impacted. A Rasch analysis further supports recommendations.

2.11 Summary

This chapter revealed that organizational climate can be reviewed in diverse perspectives and it has influence in a variety of ways of effective management secondary schools. This research reviewed work of researchers that investigated organizational climate and its influence in the organization. The researcher reviewed work of William, (2015) who compares measures of organizational climate in ongoing patient safety studies. The researcher also studied the work Deoghar (2011) and Kaya and Başkaya (2016) Selamat, Samsu&Kamalu (2015) Adewale &Anthonia (2015) studied the influence of organizational climate on organizational culture and job performance of employees, while Adewale & Anthonia (2015) conducted a research on the influence of organizational Culture on Human Resource Practices. In all these studies, non of them studies the influence of organizational climate on the management of secondary schools and discuss the open, autonomous, controlled, paternal, familiar and close organizational climate. This shows that there is a gap in the documented literature based on the influence of organizational climate. As such, the researcher intended to carry out this research to cover this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the following sub-headings:

3.2 Research Design

3.3 Population for the Study

3.4 Sample size and Sampling Procedure

3.5 Instrument for data collection

3.5.1 Validity of the instrument

3.5.2 Pilot study

3.5.3 Reliability of the instrument

3.6 Procedures for Data Collection

3.7 Procedures for data Analysis

3.2 Research Design

The present study adapted descriptive survey; according to Aggarwal (2008) it is type of research design devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Nworgu (2006) states that descriptive survey design is one of the best designs for describing situation without manipulation. Therefore, it concerns with the collection of data and description of events as they exist without manipulation of any kind. This design is therefore appropriate for this study because it seeks to collect data from principals, teachers and inspectors across secondary schools in Kaduna State on the assessment of the influence of organizational climate on management of secondary schools in Kaduna State.

3.3 Population

The population of the study comprised all principals, teachers and Inspectors of public secondary schools in Kaduna state. Based on the data collected from the available statistics from Kaduna State Ministry of Education, the population of these categories of stakeholders consists of nine thousand one hundred and seventy-nine (9089) teachers, five hundred and twenty-three (523) principals and three hundred and forty four (344) inspectors which makes the sum total of ten thousand and fourty eight (9956) population of respondents for the study. Table 3.1 present the total population from the (12) twelve educational zones of Kaduna State. The selection of this group of respondents is that, while principal behaviour climate typology, it is the teachers and inspectors that will explain the kind of climate prevalent in the schools, therefore, relevant information would be collected from them.

Table 3.1 Population of the Study

S/N	Education Zone	No. of Schools	No. of Teachers	No. of Principals	School Inspectors
1	Riga Chukun	30	563	30	23
2	Zonkwa	51	999	51	29
3	Zaria	57	1,114	57	55
4	Lere	38	597	38	26
5	Kaduna	46	1075	46	42
6	Kafanchan	54	976	54	38
7	Godo – Godo	36	602	36	15
8	Kachia	56	673	56	32
9	Anchau	34	430	34	16
10	Giwa	34	587	34	20
11	Birni – Gwari	21	254	21	12
12	Sabon Tasha	66	1219	66	36
	Total	523	9,089	523	344

Source: Kaduna State Ministry of Education (2020)

3.4 Sample and Sampling Technique

Sample is a sub-segment of the mother population; it is removed from the population that is too large to use in the study and for accuracy in the study process. Four educational zones were randomly selected for the study which represents 30% of all the twelve educational zones in Kaduna state. The selection was done by writing names of educational zones of all the senatorial zones of Kaduna state separately. After which one piece of paper was picked from zones 2 and 3 and two pieces of paper were picked from zone 1 randomly. The zones selected were Kafanchan from zone 3, Giwa from zone, Lere and Zaria from zone 1 respectively. The sample size used for this study was three hundred and seventy (370) respondents. The selection of 370 respondents was based on the recommendation of Researcher Advisor's Table (2006) for selection of sample size. The table suggested that for population of 9956 at 95% confidential level and 5% margin error, the sample size of 370 respondents could be used. The table below shows the details of population distribution and the sample size of respondents.

Table 3. 2 Population Distribution of Respondents and Sample Size

This table presents the population of the study who are the principals, teachers and inspectors in the entire educational zones of Kaduna state. the table also presents the sample size of each of the categories of respondents

	Categories of Respondents	Population	Sample Size
1	Principals	523	19
2	Teachers	9089	338
3	Inspectors	344	13
	Total	9956	370

Sources: Research Advisor's Table (2006)

This table presented the population size of the study as well as the sample size of the respondents. The sampling was done through the guide of the research advisor table of sampling 2006. The selection of these categories of respondents is based on the fact that teachers, principals and school inspectors are the key stakeholders in the affairs of public secondary. However, the researcher apportioned samples from the categories of respondents best on their size for fair distribution.

3.5 Instrumentation

The instrument for data collection for this study was a structured questionnaire which was adapted by the researcher from Tukur (2015). The research questionnaire comprises of two sections. Section “A” contains bio-data of the respondents and section “B” to “G” comprised ten items statement using five Likert scale format of strongly agree, agree, undecided, strongly disagree and disagree. The questionnaire was adapted and restructured to conform with the current research objectives. The language in the adapted questionnaire was reframe to the rule of grammar and some items in section “B – G” were reframe to capture the objectives of the present study. The respondents were requested to indicate by ticking (√) in the appropriate boxes, the responses applicable to the items. The adaption of the questionnaire is expected to reduces the likelihood of missing information. It also eases the problem of tabulation, classification, interpretation and summary. This implies that it ensures infirmity of responses which make data coding and analysis easier.

3.5.1 Validity of the Instrument

In order to ensure the content and face validity of the instrument, it was vetted by the researcher’s supervisor from the Department of Educational Foundations and Curriculum,

Admin & Planning section, Ahmadu Bello University Zaria. The instrument was also taken to the experts in the field of statistics and English in the Ahmadu Bello University, Zaria. They critically examined the instrument in terms of its fitness for this research work, and their criticisms, comments, observations and recommendations were used for improvement of the final copy of the instrument.

3.5.2 Pilot Study

In order to establish the reliability of a research instrument a try out procedure is very essential. The importance of pilot testing as a method of maintaining reliability, according to Magaji (2006), is that it helps the researcher to clarify questions, clear ambiguities at statements, if any, and determine the difficulty respondents may experience in completing questionnaires. The researcher used a small sample questionnaire to conduct the pilot test. Government Secondary School Kargi Road (Jnr) in Kaduna Zone and Government Secondary School Jaji (Snr) in Rigachukwun Zone were selected purposively for the pilot test. This is because these schools were not located in the selected zones. The pilot test was conducted by administering the instrument on thirty-five (35) teachers at random, the principals of the schools as well as (4) inspectors of education in the selected schools. These principals, teachers, and school inspectors are parts of the target population but not part of the sampled respondents. The selection of the sample for pilot study is in congruence with Wiersman (1999) cited in Balarabe (2004) who opined that a pilot test is done with a limited number of individuals. The result of the pilot study therefore indicated the reliability of the instrument.

3.7 Reliability of the Instrument

To determine the reliability of the instrument for data collection, the pilot study was carried out on independent respondents. This was in line with Osuala, (2005) who suggested that

the samples to verify psychometric adequacy of rating instruments should be independent of the samples used with respect to the respondents. The researcher used test-re-test method where the instrument was administered once at one occasion and re-tested once more to determine its reliability coefficient through the use of correlation statistics. This is a confirmation of test re-test of reliability by Olayiwola, (2010) who considered an instrument as reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability coefficient is to 1, the more reliable is the instrument. The instrument that was administered twice were statistically analysed using correlation coefficient and the reliability index of the six sections of the instrument was 0.81. This implies that the instrument is reliable as recommended by George and Mallery (2003) who provided categories of reliability values as rules of thumb (i.e., >0.9 “Excellent”, >0.8 “Good”, >0.7 “Acceptable”, >0.6 “Questionable”, >0.5 “Poor”, while <0.5 “Unacceptable”).

3.8 Procedure for Data Collection

The questionnaire designed was distributed by the researcher with the assistance of research assistants in the sampled areas. This process of administration is facilitated by the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria through the provision of a letter of introduction to the sampled schools. The researcher employed the services of research assistants in each of the selected local governments and trained them on how to administer the questionnaire to the target respondents. The researcher and research assistants administered the questionnaire in schools where the research carried out. The researcher complies strictly with the ethics of research to avoid coercion and the respondents’ privacy was

strictly respected. The Quality assurance officials, Principals and teachers (respondents) were requested to fill the questionnaires appropriately on what best appeal to their opinions. The administration and retrieval of the questionnaire across the four educational zones took three weeks.

3.9 Method of Data Analysis

The biography data of the respondents was analysed using frequency and percentage. The data on the influence of prevailing organization climate on management of public secondary schools in Kaduna state was retrieved, coded and subjected to the descriptive statistics using the frequency, simple percentages, and mean to present the opinions of respondents to each item on the questionnaire and the inferential statistics of Analysis of Variance (ANOVA) to determine the significance differences in the opinions of the respondents on the impact of prevailing organization climate on management of public secondary schools in Kaduna state. The choice of the ANOVA over other inferential statistics was based on the fact that three (3) levels of independent samples involving the teachers, Principals and supervisors of public secondary schools in Kaduna State were involved.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter is devoted for the presentation and analysis of data collected through questionnaire as well as the discussion of the findings reached. The presentation, analysis and discussions were structured in four sections. The first section presented and discussed the bio - data variables of the respondents which include status, gender, high academic qualification and years of working experience. The second section contained item analysis on respondents' opinions on each of the six questions raised under the ten item statements. The third section presented result of the tested hypotheses while the fourth section presented the summary and discussions of the findings.

4.2 Presentation and Analysis of the Respondents' Bio Data

This section presents and analyzes the bio-data variables of the respondents. It focused on demographic characteristics of respondents as related to the study which include respondent's status, gender, highest academic qualification and years of working experiences. However, a total of 19 copies of the questionnaire were distributed to principals and were all filled and returned. Also, 13 copies of the questionnaire were distributed to the Inspectors and were filled and returned. In the same vein, 338 copies of the questionnaire were distributed to teachers but only 297 copies were retrieved. Even from the retrieved questionnaires, some were returned unfilled while some were provided with multiple responses. In all, there are 317 retrieved and valid questionnaire. The analysis of the study was therefore carried out based on the data gathered from the retrieved number of the valid questionnaire. However, the table 4.1 – 4.4 presented below shows the bio-data distributions of the respondents.

Table 4.1: Distribution of the Respondents by Status

Status	Frequency	Percent (%)
Teachers	285	89.9
Principals	19	5.99
Inspectors	13	4.11
Total	317	100.0

Table 4.1 revealed that 285 of the respondents which represents 89.9% of total respondents were teachers, the principals were 19 representing 5.99% of the respondents, while 13 respondents which represents 4.11% of the total respondents were school inspectors. This shows that majority of the respondents were teachers.

4.2 Analysis of Responses

This section presents answers to the questions raised through analysis and interpretation of the data elicited from the administered questionnaire. In answering the research questions, frequency count, mean, mean rating and standard deviation were used. The respondents were categorized into three categories: principals, Inspectors and teachers. The responses of the respondents were based on the 60 items identified. The items were grouped into six (6) categories. Each category focused on objectives raised in chapter one of the study on impact of open organization climate, autonomous organization climate, controlled organization climate, familiar organization climate, paternal organization climate and closed organization climate on the management of secondary schools in Kaduna State. However, to explore and achieve the findings on the influence of organizational climate on effective management of secondary schools in Kaduna state, the researcher collected and analysed the responses of the respondents as presented in table 5 – 10 below.

Research Question one:

What are the Influence of open organization climate on the management of secondary schools in Kaduna State?

Research question one sought to know the influence of open organization climate influences management of secondary schools in Kaduna State. To answer this question, item 1-10 of the study's questionnaire sought respondent opinion on the possible influence of open organization climate on the management of secondary schools in Kaduna State. The opinions of the respondents on these items are presented in table 5.

Table 5: Influence of Open Organization Climate on the Management of Secondary Schools in Kaduna State

S/N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
1	Teachers and students are open in teaching and learning processes	Teachers	44	196	24	17	3	3.92	.755	A
		Principals	2	11	1	4	1	3.47	1.124	A
		Supervisors	5	3	3	2	0	3.85	1.144	A
2	The mode of interaction between school and community helps to improve teaching and learning	Teachers	39	183	38	19	5	3.82	.816	A
		Principals	1	10	2	6	0	3.32	1.003	A
		Supervisors	1	9	1	1	1	3.62	1.044	A
3	The principal and teachers are open to each other on issues of school administration	Teachers	40	158	36	40	10	3.63	1.006	A
		Principals	1	17	1	0	0	4.00	.333	A
		Supervisors	3	5	4	1	0	3.77	.927	A
4	Principal is not supportive to students in the process of teaching and learning	Teachers	42	175	31	30	6	3.76	.904	A
		Principals	7	8	1	3	0	4.00	1.054	A
		Supervisors	0	9	4	0	0	3.69	.480	A
5	Principal and teachers are cooperative in assisting each other in school administration	Teachers	54	167	25	31	7	3.81	.951	A
		Principals	2	14	3	0	0	3.95	.524	A
		Supervisors	4	3	2	4	0	3.54	1.266	A
6	The principal, students and teachers have receptive attitudes to each other's idea in commitment to work	Teachers	31	43	40	126	44	2.62	1.229	D
		Principals	2	2	2	10	3	2.47	1.219	D
		Supervisors	7	5	0	0	1	4.31	1.109	SA
7	Principal and teachers are not showing genuine concern to students in teaching and learning processes	Teachers	24	42	46	129	43	2.56	1.165	D
		Principals	2	2	2	10	3	2.47	1.219	D
		Supervisors	3	4	3	3	0	3.54	1.127	A
8	Principal motivates and encourages students in teaching and learning processes	Teachers	57	86	38	70	33	3.23	1.331	A
		Principals	5	3	1	4	6	2.84	1.675	D
		Supervisors	5	3	2	2	1	3.69	1.377	A
9	Teachers and students are given freedom to carry out their duties in the process of teaching, learning, school management	Teachers	58	78	40	72	36	3.18	1.352	A
		Principals	4	3	2	9	1	3.00	1.333	A
		Supervisors	4	3	1	4	1	3.38	1.446	A
10	The teachers, principal and students care, respect and help one another as colleagues in management of school resources.	Teachers	79	114	39	35	17	3.71	1.171	A
		Principals	3	8	2	4	2	3.32	1.293	A
		Supervisors	4	5	2	2	0	3.85	1.068	A

Source: Research Field work, 2020

Table five shows respondents view on the impact of open organizational climate on the management of secondary schools in Kaduna State, Nigeria. Item one of this table sought the opinion of respondents on whether teachers and students are open in teaching and learning processes in the study area. The responses on this item shows that there is consensus in the opinions of participants as majority of the teachers ($m=3.92/SD=.755$), the principals ($m=3.47/SD=1.124$) and supervisors ($m=3.85/SD=1.144$) agree that teachers and students are open in teaching and learning processes in the study area. Item two shows that majority of the teachers ($m=3.82/SD=.816$), the principals ($m=3.32/SD=1.003$) and majority of the supervisors ($m=3.62/SD=1.044$) agree that He mode of interaction between school and community helps to improve teaching and learning. Item three shows that majority of the teachers ($m=3.63/SD=1.006$), principals ($m=4.00/SD=.333$) and supervisors ($m=3.77/SD=.927$) agree that the principal and teachers are open to each other on issues of school administration. Item four shows that ($m=3.76/SD=.904$), principals ($m=4.00/SD=1.054$) and supervisors ($m=3.69/SD=.480$) agree that Principal is not supportive to students in the process of teaching and learning in the study area. Item five shows that there is also an agreement in the opinions of all the categories of the participants as majority of teachers ($m=3.81/SD=.951$) and majority of principals ($m=3.95/SD=.524$) and majority of supervisors ($m=3.54/SD=1.266$) agree that Principal and teachers are cooperative in assisting each other in school administration in the study area. Item six shows variation in opinions among the categories of the participants thus majority of the teachers ($m=2.62/SD=1.229$) and principals ($m=2.47/SD=1.219$) disagree that principal, students and teachers have receptive attitudes to each other's idea in commitment to work while majority of the supervisors ($m=4.31/SD=1.109$) agree. Item seven shows that majority of the teachers ($m=2.56/SD=1.165$) and majority of principals ($m=2.47/SD=1.219$) disagree that Principal and teachers are not showing genuine concern to students in teaching and learning processes while majority of the supervisors ($m=3.54/SD=1.127$) agree. Item eight shows that majority of the teachers ($m=3.23/SD=1.331$) and supervisors ($m=3.69/SD=1.377$) agree that Principal motivates and encourages students in teaching and learning processes while majority of the principals

($m=2.84/SD=1.675$) disagree. Item nine shows that majority of the teachers ($m=3.18/SD=1.352$), principals ($m=3.00/SD=1.333$) and supervisors ($m=3.38/SD=1.446$) agree that Teachers and students are given freedom to carry out their duties in the process of teaching, learning, school management. Item ten shows that there is relationship in opinions of the respondents as majority of the teachers ($m=3.71/SD=1.171$), the principals ($m=3.32/SD=1.293$) and the supervisors ($m=3.85/SD=1.068$) agree that The teachers, principal and students care, respect and help one another as colleagues in management of school resources. Therefore, majority of the respondents are of the view that open organizational climate has an impact in the management of secondary schools in the study area. This is deduced from mean rating of respondent opinion on item 1-10 of which dominated by “Agreed” (3.5 and above).

Research Question 2:

What are the impacts of autonomous organization climate on the management of secondary schools in Kaduna State?

Research question two sought to know the influence autonomous organization climate influences management of secondary schools in Kaduna State. To answer this question, item 11-20 of the study’s questionnaire sought respondent opinion on the possible influence of autonomous organization climate on the management of secondary schools in Kaduna State. The opinions of the respondents on these items are presented in table 5.

Table 6: Influence of Autonomous Organization Climate on the Management of Secondary Schools in Kaduna State

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
11	Teachers and students are given good measure of freedom to operate in the management of the institution	Teachers	16	37	19	160	52	2.31	1.088	D
		Principals	8	5	5	1	0	4.05	.970	A
		Supervisors	0	0	0	4	9	1.31	.480	SD
12	Teachers and students are happy in the teaching and learning and overall management of school resources	Teachers	32	194	27	27	4	3.79	.819	A
		Principals	5	14	0	0	0	4.26	.452	A
		Supervisors	2	11	0	0	0	4.15	.376	A
13	There is no external threat to the teachers and students in the business of teaching and learning and school resource management	Teachers	43	187	30	21	3	3.87	.795	A
		Principals	2	17	0	0	0	4.11	.315	A
		Supervisors	2	7	3	1	0	3.77	.832	A
14	The teachers have great desire to work and students are highly happy and motivated to learn.	Teachers	37	207	26	10	4	3.93	.697	A
		Principals	1	8	2	7	1	3.05	1.129	A
		Supervisors	1	10	2	0	0	3.92	.494	A
15	The teachers and administrators use skill in managing the school in term if collaboration, interdependence and problem solving in management of our school.	Teachers	45	193	22	21	3	3.90	.787	A
		Principals	5	11	2	1	0	4.05	.780	A
		Supervisors	1	11	1	0	0	4.00	.408	A
16	Teachers and students are allowed to bring welcome innovation as a sign of improvement and progress in teaching and learning activities.	Teachers	40	198	26	17	3	3.90	.747	A
		Principals	2	15	2	0	0	4.00	.471	A
		Supervisors	1	3	1	7	1	2.69	1.182	D
17	The principal is supportive, flexible and open to teachers and students in the management of school	Teachers	34	125	26	75	24	3.25	1.211	A
		Principals	3	15	1	0	0	4.11	.459	A
		Supervisors	2	11	0	0	0	4.15	.376	A
18	Teachers are divided, do not trust one another and totally uncommitted to the school management activities.	Teachers	20	42	19	153	50	2.40	1.147	D
		Principals	0	1	1	15	2	2.05	.621	D
		Supervisors	0	1	7	3	2	2.54	.877	D
19	Teachers are free to develop interactive activities with students in order to initiate new programme that could facilitate teaching and learning.	Teachers	39	174	40	25	6	3.76	.874	A
		Principals	2	14	1	1	1	3.79	.918	A
		Supervisors	2	5	5	1	0	3.62	.870	A
20	The principal believes in dialogue rather than punishment to students or teachers on the school management	Teachers	29	196	30	27	2	3.79	.779	A
		Principals	2	11	1	4	1	3.47	1.124	A
		Supervisors	1	12	0	0	0	4.08	.277	A

Source: Research Field work, 2020

Table six shows respondents view on the impact of autonomous organizational climate on the management of secondary schools in Kaduna State, Nigeria. Item eleven of this table sought the opinion of respondents on whether teachers and students are given good measure of freedom to operate in the management of the institution. The responses on this item shows that majority of teachers ($m=2.31/SD=1.088$) disagree and strongly disagree that teachers and students are given good measure of freedom to operate in the management of the institution, majority of the principals ($m=4.05/SD=.970$) agree and majority of the supervisors ($m=1.31/SD=.480$) disagree. This shows that there is variation in opinion of principals with that of teachers and supervisors. Item twelve sought respondents' opinions on whether teachers and students are happy in the teaching and learning and overall management of school resources. There is consensus in opinions of the categories of the respondents. Majority of the teachers ($m=3.79/SD=.819$), principals ($m=4.26/SD=.452$) and the supervisors ($m=4.15/SD=.376$) agree that teachers and students are happy in the teaching and learning and overall management of school resources. Item thirteen sought respondents' opinions on whether there is no external threat to the teachers and students in the business of teaching and learning and school resource management. There is also consensus in opinions of the participants as majority of both teachers ($m=3.87/SD=.795$), principals ($m=4.11/SD=.315$) and supervisors ($m=3.77/SD=.832$) agree that there is no external threat to the teachers and students in the business of teaching and learning and school resource management. Item fourteen sought respondents' opinions on whether teachers have great desire to work and students are highly happy and motivated to learn. Majority of teachers ($m=3.93/SD=.697$), principals ($m=3.05/SD=1.129$) and supervisors ($m=3.92/SD=.494$) agree that teachers have great desire to work and students are highly happy and motivated to learn. Item fifteen sought respondents' opinions on whether teachers and administrators use skill in

managing the school in term if collaboration, interdependence and problem solving in management of our school. There is also a consensus on view of the participants as majority of teachers ($m=3.90/SD=.787$), principals ($m=4.05/SD=.780$) and supervisors ($m=4.00/SD=.408$) agree that teachers and administrators use skill in managing the school in term if collaboration, interdependence and problem solving in management of our school. Item six sought opinions of the participants on whether teachers and students are allowed to bring welcome innovation as a sign of improvement and progress in teaching and learning activities. There is variation in opinions of the participants. While majority of teachers ($m=3.90/SD=.747$), principals ($m=4.00/SD=.471$) agree, majority of supervisors ($m=2.69/SD=1.182$) disagree. Item seven sought respondents opinions on whether principal is supportive, flexible and open to teachers and students in the management of school. Majority of the respondents to this item were unanimous in their responses as majority of teachers ($m=3.25/SD=1.211$), principals ($m=4.11/SD=.459$) and supervisors ($m=4.15/SD=.376$) agree that principal is supportive, flexible and open to teachers and students in the management of school. Item eighteen sought respondents opinions on whether teachers are divided, do not trust one another and totally uncommitted to the school management activities. Majority of the respondents i.e. teachers ($m=2.40/SD=1.147$), principals ($m=2.05/SD=.621$) and supervisors ($m=2.54/SD=.877$) disagree that teachers are divided, do not trust one another and totally uncommitted to the school management activities. Item nineteen sought respondents' opinions on whether teachers are free to develop interactive activities with students in order to initiate new programme that could facilitate teaching and learning. Majority of teachers ($m=3.76/SD=.874$), principals ($m=3.79/SD=.918$) and supervisors ($m=3.62/SD=.870$) agree that teachers are free to develop interactive activities with students in order to initiate new programme that could facilitate teaching and learning. Item twenty sought respondents' opinions

on whether principal believes in dialogue rather than punishment to students or teachers on the school management. There is consensus in the opinions of the participants as majority of teachers ($m=3.79/SD=.779$), principals ($m=3.47/SD=1.124$) and supervisors ($m=4.08/SD=.277$) agree that principal believes in dialogue rather than punishment to students or teachers on the school management.

. Therefore, majority of the respondents are of the view that autonomous organizational climate has an impact in the management of secondary schools in the study area. This is deduced from mean rating of respondent opinion on item 1-10 of which dominated by “Agreed” (3.5 and above).

Research Question 3:

Are there any Influence for controlled organization climate o the management of secondary schools in Kaduna State?

Research question three sought to know whether there is any influence on controlled organization climate influences management of secondary schools in Kaduna State. To answer this question, item 21-30 of the study’s questionnaire sought respondent opinion on the possible influence of controlled organization climate on the management of secondary schools in Kaduna State. The opinions of the respondents on these items are presented in table 7.

Table 7: Influence of Controlled Organization Climate on the Management of Secondary Schools in Kaduna State

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
21	Teachers and students are not given personal or social consideration rather than institutional objectives.	Teachers	12	32	21	196	23	2.35	.933	D
		Principals	0	1	1	12	5	1.89	.737	D
		Supervisors	0	1	1	7	4	1.92	.862	D
22	Morale is fairly high on the side of teachers and students but it reflects goals achievement of teaching and learning.	Teachers	30	204	30	18	2	3.85	.713	A
		Principals	1	13	5	0	0	3.79	.535	A
		Supervisors	2	11	0	0	0	4.15	.376	A
23	The principal is highly task-oriented and highly controlled in the school management	Teachers	35	182	37	26	4	3.77	.834	A
		Principals	1	18	0	0	0	4.05	.229	A
		Supervisors	3	5	5	0	0	3.85	.801	A
24	The principal and inspectors are dominant and authoritative in all aspects of school management	Teachers	10	53	30	162	29	2.48	1.021	D
		Principals	0	1	5	9	4	2.16	.834	D
		Supervisors	1	2	0	7	3	2.31	1.251	D
25	The principal allows little flexibility within the organization and insists that everything be done his own ways.	Teachers	18	36	17	164	49	2.33	1.098	D
		Principals	1	3	3	10	2	2.53	1.073	D
		Supervisors	0	0	0	12	1	1.92	.277	D
26	The organization is not open to teachers and students in the management of the school	Teachers	8	31	32	175	38	2.28	.928	D
		Principals	1	3	3	9	3	2.47	1.124	D
		Supervisors	0	0	0	12	1	1.92	.277	D
27	The organization does not recognize initiatives and innovative in terms of teaching and learning	Teachers	10	29	24	198	23	2.31	.892	D
		Principals	1	3	0	9	6	2.16	1.214	D
		Supervisors	0	0	1	10	2	1.92	.494	D
28	Principal issues instructions that must be religiously observed without considering teachers or students	Teachers	12	35	24	163	50	2.28	1.029	D
		Principals	3	6	1	7	2	3.05	1.353	UD
		Supervisors	1	1	1	8	2	2.31	1.109	D
29	The principal's decision is final in all cases	Teachers	7	53	34	161	29	2.46	.989	D
		Principals	3	0	1	15	0	2.53	1.124	D
		Supervisors	0	0	0	13	0	2.00	.000	D
30	The principal is very rigid and restrictive in the government policies to teachers and students even in the expense of the individual life.	Teachers	36	184	34	26	4	3.78	.833	A
		Principals	1	15	2	1	0	3.84	.602	A
		Supervisors	3	9	0	1	0	4.08	.760	A

Source: Research Field work, 2020

Table seven sought respondents' views on the influence of controlled organization climate on the management of secondary schools in Kaduna State, Nigeria. Item twenty one inquires whether teachers and students are not given personal or social consideration rather than institutional

objectives. The responses on this item shows that majority of teachers ($m=2.35/SD=.933$) disagree and strongly disagree that teachers and students are not given personal or social consideration rather than institutional objectives, majority of the principals ($m=1.89/SD=.737$) agree and majority of the supervisors ($m=1.92/SD=.862$) disagree. This shows that there is unanimity in the opinions of all the categories of the respondents. Item twenty two sought respondents' opinions on whether morale is fairly high on the side of teachers and students but it reflects goals achievement of teaching and learning. There is unanimity in the opinions of the teachers, principals and supervisors as majority of the teachers ($m=3.85/SD=.713$), principals ($m=3.79/SD=.535$) and the supervisors ($m=4.15/SD=.376$) agree that morale is fairly high on the side of teachers and students but it reflects goals achievement of teaching and learning. Item twenty three sought respondents' opinions on whether the principal is highly task-oriented and highly controlled in the school management in the study area. There is also unanimity in the opinions of the respondents thus majority of teachers ($m=3.77/SD=.834$), principals ($m=4.05/SD=.229$) and supervisors ($m=3.85/SD=.801$) agree that the principal is highly task-oriented and highly controlled in the school management. Item twenty four sought respondents' opinions on whether the principal and inspectors are dominant and authoritative in all aspects of school management in the study area. Majority of the teachers ($m=2.48/SD=1.021$), principals ($m=2.16/SD=.834$) and majority of the supervisors ($m=2.31/SD=1.251$) disagree that the principal and inspectors are dominant and authoritative in all aspects of school management in the study area. Item twenty five sought respondents opinions on whether the principal allows little flexibility within the organization and insists that everything be done his own ways in the study area. There is unanimity in response to this question as majority of teaching staff ($m=2.33/SD=1.098$), principals ($m=2.53/SD=1.073$) and supervisors ($m=1.92/SD=.277$) disagree that the principal allows little flexibility within the organization and insists that everything be done his own ways in the study area.

Item twenty six sought opinions of the participants on whether the organization is not open to teachers and students in the management of the school. Majority of teachers ($m=2.28/SD=.928$), principals ($m=2.47/SD=1.124$) and supervisors ($m=1.92/SD=.277$) disagree. Item twenty seven sought respondents' opinions on whether the organization does not recognize initiatives and innovative in terms of teaching and learning. Majority of teachers ($m=2.31/SD=.892$), principals ($m=2.16/SD=1.214$) and supervisors ($m=1.92/SD=.494$) agree that the organization does not recognize initiatives and innovative in terms of teaching and learning. Majority of the respondents i.e. teachers ($m=2.31/SD=.892$), principals ($m=2.16/SD=1.214$) and supervisors ($m=1.92/SD=.877$) disagree that the organization does not recognize initiatives and innovative in terms of teaching and learning in the study area. Item twenty eight sought respondents' opinion on whether Principal issues instructions that must be religiously observed without considering teachers or students in the study area. There is variation in opinion of the respondents to this questions, while majority of teachers ($m=2.28/SD=1.029$) and majority of supervisors ($m=2.31/SD=1.109$) disagree but majority of the principals ($m=3.05/SD=1.353$) agree that Principal issues instructions that must be religiously observed without considering teachers or students. Item twenty nine sought respondents' opinions on whether the principal's decision is final in all cases in the study area. The response to this question collected shows that majority of teachers ($m=2.46/SD=.989$), principals ($m=2.53/SD=1.124$) and supervisors ($m=2.00/SD=.000$) disagree. This shows that majority of all the categories of the respondents disagree that the principal's decision is final in all cases. Item thirty sought respondents' opinions on whether the principal is very rigid and restrictive in the government policies to teachers and students even in the expense of the individual life. Majority of teachers ($m=3.78/SD=.833$), principals ($m=3.84/SD=.602$) and supervisors ($m=4.08/SD=.760$) agree that the principal is very rigid and restrictive in the government policies to teachers and students even in the expense of the individual life. Therefore, majority of the respondents are of the view that controlled organizational climate does not have much influence in the management of secondary schools in

the study area. This is deduced from mean rating of respondent opinion on item 21-30 of which dominated by “Disagree” (less than 3.00).

Research Question 4:

What are the influences of familiar organization climate on the management of secondary schools in Kaduna State?

Research question two sought to know whether there is any influence on familiar organization climate on management of secondary schools in Kaduna State. To answer this question, item 31-40 of the study’s questionnaire sought respondent opinion on the possible influence of familiar organization climate on the management of secondary schools in Kaduna State. The opinions of the respondents on these items are presented in table 8.

Table 8: Influence of Familiar Organization Climate on the Management of Secondary Schools in Kaduna State

S/ N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
31	Principal emphasises more on friendly atmosphere than task accomplishment	Teachers	19	31	34	164	36	2.41	1.058	D
		Principals	0	0	0	19	0	2.00	.000	D
		Supervisors	0	1	1	10	0	2.15	.689	A
32	The principal always encourages cooperation and assists others to work as team in order to achieve the goal of the school	Teachers	55	131	40	43	15	3.59	1.119	A
		Principals	3	7	3	2	4	3.16	1.425	UD
		Supervisors	3	6	3	0	1	3.77	1.092	A
33	Teachers and students are committed to their primary assignment i.e. teaching and learning.	Teachers	51	178	19	31	5	3.84	.905	A
		Principals	3	7	4	3	2	3.32	1.250	A
		Supervisors	3	5	0	4	1	3.38	1.387	A
34	The principal form a clique of those who share the same attitude and become friends	Teachers	12	27	24	189	32	2.29	.937	D
		Principals	3	3	3	4	6	2.63	1.499	D
		Supervisors	2	2	1	8	0	2.85	1.214	D
35	The management staff, inspector and principal are flexible and less formal while teaching and learning is suffering	Teachers	11	33	20	180	40	2.28	.975	D
		Principals	0	5	1	8	5	2.32	1.157	D
		Supervisors	4	3	3	2	0	3.46	1.506	A
36	The principal does not encourage teachers and students to embrace goals and understand changes to strengthen teaching and learning.	Teachers	27	45	36	134	42	2.58	1.196	D
		Principals	1	2	0	13	3	2.21	1.032	D
		Supervisors	0	0	0	11	2	1.85	.376	D
37	Teachers and students are encouraged to employ some innovative mechanism in promoting teaching and learning.	Teachers	55	164	24	37	4	3.81	.944	A
		Principals	2	15	2	0	0	4.00	.471	A
		Supervisors	0	5	4	3	1	3.00	1.000	UD
38	Few rules and regulations are established as suggestions to the teachers and students on teaching and learning processes.	Teachers	7	21	76	151	21	2.42	.830	D
		Principals	1	6	6	6	0	3.11	.937	UD
		Supervisors	0	4	7	1	1	3.08	.862	UD
39	The principal has no vision or clear-cut objectives to be accomplished in the teaching and learning.	Teachers	2	32	28	188	34	2.23	.827	D
		Principals	3	0	9	7	0	2.95	1.026	D
		Supervisors	0	0	6	7	0	2.46	.519	D
40	The principal has no time for group decision-making and sharing of institutional objectives.	Teachers	8	31	35	172	38	2.29	.930	D
		Principals	0	2	2	15	0	2.32	.671	D
		Supervisors	0	0	5	8	0	2.38	.506	D

Source: Research Field work, 2020

Table eight sought respondents' views on the influence of familiar organization climate on the management of secondary schools in Kaduna State, Nigeria. Item thirty one sought respondents' opinion of the respondents on whether Principal emphasises more on friendly atmosphere than task accomplishment. The responses collected on this item show that majority of the three categories of the respondents: teachers ($m=2.41/SD=.1.058$), principals ($m=2.00/SD=.000$) and supervisors ($m=2.15/SD=.689$) disagree and strongly disagree that

Principal emphasises more on friendly atmosphere than task accomplishment. Item 32 sought respondents' opinions on whether the principal always encourages cooperation and assists others to work as team in order to achieve the goal of the school. The responses collected show that majority of teachers ($m=3.59/SD=1.119$), principals ($m=3.16/SD=1.425$) and supervisors ($m=3.77/SD=1.092$) agree and strongly agree that the principal always encourages cooperation and assists others to work as team in order to achieve the goal of the school. Item thirty three sought respondents' opinions on whether Teachers and students are committed to their primary assignment i.e. teaching and learning. The responses show that majority of the teachers ($m=3.84/SD=.905$), principals ($m=3.32/SD=1.250$) and the supervisors ($m=3.38/SD=1.387$) agree and strongly agree that teachers and students are committed to their primary assignment i.e. teaching and learning. Item thirty four sought respondents' opinion on whether the principal form a clique of those who share the same attitude and become friends in the study area. The responses show that majority of teachers ($m=2.29/SD=.937$), principals ($m=2.63/SD=1.499$) and supervisors ($m=2.85/SD=1.214$) disagree and strongly agree that the principal form a clique of those who share the same attitude and become friends. This shows that majority of the respondents to this item disagree. Item twenty five sought respondents opinions on whether the management staff, inspector and principal are flexible and less formal while teaching and learning is suffering. The responses collected show that majority of teachers ($m=2.28/SD=.975$) and principals ($m=2.32/SD=1.157$) disagree while majority of the supervisors ($m=3.46/SD=1.506$) agree that the management staff, inspector and

principal are flexible and less formal while teaching and learning is suffering. Item thirty six sought respondents' opinions on whether the principal does not encourage teachers and students to embrace goals and understand changes to strengthen teaching and learning. The responses collected show that majority of teaching staff ($m=2.58/SD=1.196$), principals ($m=2.21/SD=1.032$) and supervisors ($m=1.85/SD=.376$) disagree and strongly disagree that the principal does not encourage teachers and students to embrace goals and understand changes to strengthen teaching and learning. Item thirty seven sought respondents' opinions on whether teachers and students are encouraged to employ some innovative mechanism in promoting teaching and learning. The responses show that majority of teachers ($m=3.81/SD=.944$), principals ($m=4.00/SD=.471$) and supervisors ($m=3.00/SD=1.000$) agree and strongly agree. This shows that majority of the three categories of respondents agree. Item thirty eight sought respondents' opinions on whether the few rules and regulations are established as suggestions to the teachers and students on teaching and learning processes in the study area. The responses show that while majority of teachers ($m=2.42/SD=.830$) disagree, majority of principals ($m=3.11/SD=.937$) and supervisors ($m=3.08/SD=.862$) were undecided. Item thirty nine sought respondents' opinions on whether the principal has no vision or clear-cut objectives to be accomplished in the teaching and learning. The responses collected show that majority of teachers ($m=2.23/SD=.827$), principals ($m=2.95/SD=1.026$) and supervisors ($m=2.46/SD=.519$) disagree that the principal has no vision or clear-cut objectives to be accomplished in the teaching and learning. Item forty sought respondents' opinions on whether the principal has no time for group decision-making and sharing of institutional objectives. The responses collected show that majority of teachers ($m=2.29/SD=.930$), principals ($m=2.32/SD=.671$) and supervisors ($m=2.38/SD=.506$) disagree and strongly disagree that the principal has no time for group decision-making and sharing of institutional objectives.

Therefore, in the whole of responses, majority of the respondents disagree that there is influence of familiar organization climate on the management of secondary schools in Kaduna State. This

is deduced from mean rating of respondent opinion on item 21-30 of which dominated by “Disagree” (less than 3.00).

Research Question 5:

What are the influences of paternal organization climate on the management of secondary schools in Kaduna State?

Research question five sought to know whether there is any influence on the paternal organization climate on management of secondary schools in Kaduna State. To answer this question, item 31-40 of the study’s questionnaire sought respondent opinion on the possible influence of paternal organization climate on the management of secondary schools in Kaduna State. The opinions of the respondents on these items are presented in table 9.

Table 9: Influence of Paternal Organization Climate on the Management of Secondary Schools in Kaduna State

S/N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
41	The principal discourages the emergence of leadership acts from side of teachers and students.	Teachers	37	105	29	93	20	3.16	1.216	UD
		Principals	2	9	0	7	1	3.21	1.228	UD
		Supervisors	2	11	0	0	0	4.15	.376	A
42	The principal seeks to buy teachers and everybody is loyalty and committed in the management of the school	Teachers	43	133	31	61	16	3.44	1.150	A
		Principals	0	2	2	12	3	2.16	.834	D
		Supervisors	3	3	3	3	1	3.31	1.316	UD
43	Students cannot express their difficulties or problem with boldness in teaching and learning	Teachers	4	23	39	194	24	2.26	.780	D
		Principals	1	2	2	10	4	2.26	1.098	D
		Supervisors	1	3	2	5	2	2.69	1.251	D
44	Principal involves little cooperation of administrative tasks with teachers.	Teachers	30	122	38	75	19	3.24	1.153	UD
		Principals	3	14	2	0	0	4.05	.524	A
		Supervisors	2	10	0	1	0	4.00	.707	A
45	Innovations in management affairs of the school from teachers and staff members are not welcome	Teachers	19	56	31	134	44	2.55	1.165	D
		Principals	3	12	3	1	0	3.89	.737	A
		Supervisors	0	9	4	0	0	3.69	.480	A
46	The principal is everywhere and telling students and teachers what to do	Teachers	39	174	34	34	3	3.75	.877	A
		Principals	2	16	1	0	0	4.05	.405	A
		Supervisors	0	12	1	0	0	3.92	.277	A
47	The principal gives order and expect respect and not contributions from member of staff in the school management	Teachers	9	22	22	208	23	2.25	.834	D
		Principals	1	3	0	9	6	2.16	1.214	D
		Supervisors	0	0	1	10	2	1.92	.494	D
48	Parents cannot or even visit their children except with absolute reason.	Teachers	34	186	43	20	1	3.82	.744	A
		Principals	1	18	0	0	0	4.05	.229	A
		Supervisors	2	10	1	0	0	4.08	.494	A
49	Principal welcomes delegation of authority from his subordinates in the school management	Teachers	33	190	31	24	6	3.77	.840	A
		Principals	1	17	1	0	0	4.00	.333	A
		Supervisors	2	11	0	0	0	4.15	.376	A
50	Principal makes decision on his own without consulting his followers in the teaching and learning.	Teachers	14	31	34	196	36	2.36	1.001	D
		Principals	1	1	0	13	4	2.05	.970	D
		Supervisors	1	4	2	5	1	2.92	1.188	D

Source: Research Field work, 2020

Table ninesought respondents' views on the influence of paternal organization climate on the management of secondary schools in Kaduna State, Nigeria. Item forty onesought respondents' opinion on whether the principal discourages the emergence of leadership acts from side of teachers and

students. The responses collected on this item show that majority of the three categories of the respondents: teachers ($m=3.16/SD=1.216$), principals ($m=3.21/SD=1.228$) and supervisors ($m=4.15/SD=.376$) agree that principal discourages the emergence of leadership acts from side of teachers and students. Item forty two sought respondents' opinions on whether the principal seeks to buy teachers and everybody is loyalty and committed in the management of the school in the study area. The responses show that majority of teachers' respondents ($m=3.44/SD=1.150$) and majority of supervisors ($m=3.31/SD=1.316$) agree, majority of principals ($m=2.16/SD=.834$) disagree that principal seeks to buy teachers and everybody is loyalty and committed in the management of the school.

Item forty three sought respondents' opinions on whether students cannot express their difficulties or problem with boldness in teaching and learning in the study area. The responses show that majority of the teachers ($m=2.26/SD=.780$), principals ($m=2.26/SD=1.098$) and the supervisors ($m=2.69/SD=1.251$) disagree and strongly disagree that students cannot express their difficulties or problem with boldness in teaching and learning in the study area. Majority of respondents who were teachers ($m=2.26/SD=.780$), principals ($m=2.26/SD=1.098$) and supervisors ($m=2.69/SD=1.251$) disagree and strongly agree that students cannot express their difficulties or problem with boldness in teaching and learning in the study area. This shows that majority of the three categories of the respondents disagree. Item forty four sought respondents' opinions on whether Principal involves little cooperation of administrative tasks with teachers. The responses show that majority of teachers ($m=3.24/SD=1.153$) and principals ($m=4.05/SD=.524$) and supervisors ($m=4.00/SD=.707$) agree and strongly agree that principal involves little cooperation of administrative tasks with teachers. Item twenty five sought respondents' opinions on whether innovations in management affairs of the school from teachers and staff members are not welcome in the study area. While majority of teaching staff ($m=2.55/SD=1.165$) disagree, majority of principals ($m=3.89/SD=.737$) and supervisors ($m=3.69/SD=.480$) agree and strongly agree that innovations in management affairs of the school from teachers and staff members are

not welcome. Item forty six sought respondents' opinions on whether the principal is everywhere and telling students and teachers what to do in the study area. The responses collected show that majority of teachers ($m=3.75/SD=.877$), principals ($m=4.05/SD=.405$) and supervisors ($m=3.92/SD=.277$) agree and strongly agree that the principal is everywhere and telling students and teachers what to do in the study area. This shows that majority of the three categories of respondents agree. Item forty seven sought respondents' opinions on whether the principal gives order and expect respect and not contributions from member of staff in the school management in the study area. The responses show that majority of respondents thus teachers ($m=2.25/SD=.834$), principals ($m=2.16/SD=1.214$) and supervisors ($m=1.92/SD=.494$) disagree and strongly disagree that the principal gives order and expect respect and not contributions from member of staff in the school management. This shows that majority of respondents in the three categories disagree. Item forty eight sought respondents' opinions on whether Parents cannot or even visit their children except with absolute reason in the study area. It was clear from the responses that majority of teachers ($m=3.82/SD=.744$), principals ($m=4.05/SD=.229$) and supervisors ($m=4.08/SD=.494$) agree and strongly agree that the parents cannot or even visit their children except with absolute reason in the study area. This shows that majority of respondents in the three categories agree. Item forty nine sought respondents' opinions on whether principal welcomes delegation of authority from his subordinates in the school management in the study area. The responses collected show that majority of teachers ($m=3.77/SD=.840$), principals ($m=4.00/SD=.333$) and supervisors ($m=4.15/SD=.376$) agree and strongly agree that Principal welcomes delegation of authority from his subordinates in the school management in the study area. This shows that majority of the respondents agree. Item fifty sought respondents' opinions on whether Principal makes decision on his own without consulting his followers in the teaching and learning. The responses collected show that majority of teachers ($m=2.36/SD=1.001$), principals ($m=2.05/SD=.970$) and supervisors ($m=2.92/SD=1.188$) disagree and strongly disagree that Principal makes decision on his own without consulting his followers in the teaching and learning. This shows that majority of the respondents in the three categories disagree.

Therefore, in the whole of responses, majority of the respondents agree that there is influence of paternal organization climate on the management of secondary schools in Kaduna State. This is deduced from mean rating of respondent opinion on item 41-50 of which dominated by “Agree” (above 3.00).

Research Question 6:

What are the influences of closed organization climate on the management of secondary schools in Kaduna State?

Research question six sought to know whether there is any influence on closed organization climate on management of secondary schools in Kaduna State. To answer this question, item 31-40 of the study’s questionnaire sought respondent opinion on the possible influence of closed organization climate on the management of secondary schools in Kaduna State. The opinions of the respondents on these items are presented in table 10.

Table 10: Influence of Closed Organization Climate on the Management of Secondary Schools in Kaduna State

S/N	Item Statement	Category	Responses							
			SA	A	UD	D	SD	M	ST.D	M.R
51	The degree of apathy on the part of both principal and teachers is high	Teachers	9	33	33	173	36	2.32	.946	D
		Principals	0	1	2	13	3	2.05	.705	D
		Supervisors	0	0	4	9	0	2.31	.480	D
52	The principal and teachers are not working towards goal achievement on school management	Teachers	12	39	24	160	49	2.31	1.045	D
		Principals	4	3	2	9	1	3.00	1.333	UD
		Supervisors	0	2	1	6	4	2.08	1.038	D
53	The principal is ineffective in directing the activities the school management	Teachers	9	33	33	173	36	2.32	.946	D
		Principals	0	1	2	13	3	2.05	.705	D
		Supervisors	0	0	4	9	0	2.31	.480	D
54	The principal is not ready to prepare for better welfare of teachers and students in the process of school management	Teachers	30	41	39	128	46	2.58	1.223	D
		Principals	5	6	1	5	2	3.37	1.422	UD
		Supervisors	6	3	0	4	0	3.85	1.345	A
55	the principal is impersonal in controlling and directing the activities of teachers and students towards complimenting school objectives	Teachers	23	43	43	132	43	2.55	1.159	D
		Principals	0	2	2	12	3	2.16	.834	D
		Supervisors	1	2	2	6	2	2.54	1.198	D
56	The morale is quite low due to attitudes of the principal toward school objectives	Teachers	29	50	46	111	48	2.65	1.239	D
		Principals	1	2	2	12	2	2.37	1.012	D
		Supervisors	0	2	0	8	3	2.08	.954	D
57	Teachers and students are living on their own without good direction from the principal	Teachers	27	47	51	120	39	2.66	1.186	D
		Principals	2	3	7	7	0	3.00	1.000	UD
		Supervisors	2	3	2	5	1	3.00	1.291	UD
58	Teachers and students are frustrated, ineffective and lack respect for the principal in the process of management.	Teachers	17	50	37	135	45	2.50	1.133	D
		Principals	0	0	0	19	0	2.00	.000	D
		Supervisors	1	2	1	8	1	2.54	1.127	D
59	The rules are rigid and there is too much focus on routine and meaningless task management of school	Teachers	33	64	49	101	37	2.84	1.244	D
		Principals	2	3	2	10	2	2.63	1.212	D
		Supervisors	0	2	2	5	4	2.15	1.068	D
60	The principal hates crisis because he cannot management the situation.	Teachers	58	152	30	38	6	3.77	.992	A
		Principals	2	8	1	5	3	3.05	1.353	UD
		Supervisors	1	3	1	5	3	2.54	1.330	D

Source: Research Field work, 2020

Table ten sought respondents' opinions on the influence of closed organization climate on the management of secondary schools in Kaduna State, Nigeria. Item fifty one sought respondents'

opinion on whether the degree of apathy on the part of both principal and teachers is high in the study area. The responses collected on this item show that majority of the three categories of the respondents: teachers ($m=2.32/SD=.946$), principals ($m=2.05/SD=.705$) and supervisors ($m=2.31/SD=.480$) disagree and strongly disagree that the degree of apathy on the part of both principal and teachers is high. This shows that majority of the respondents disagree in all the categories. Item fifty two sought respondents' opinions on whether the principal and teachers are not working towards goal achievement on school management in the study area. The responses collected show that majority of teachers' respondents ($m=2.31/SD=1.045$), majority of supervisors ($m=3.00/SD=1.333$) undecided and majority of principals ($m=2.08/SD=1.038$) disagree. This shows that there is variation in the opinions of respondents on whether the principal and teachers are not working towards goal achievement on school management. Item fifty three sought respondents' opinions on whether the principal is ineffective in directing the activities of the school management. The responses collected show that majority of the teachers ($m=2.32/SD=.946$), principals ($m=2.05/SD=.705$) and the supervisors ($m=2.31/SD=.480$) disagree and strongly disagree that the principal is ineffective in directing the activities of the school management in the study area. This shows that majority of the respondents in the three categories disagree with this notion. Item fifty four sought respondents' opinions on whether the principal is not ready to prepare for better welfare of teachers and students in the process of school management in the study area. The responses collected show that majority of teachers' respondents ($m=2.58/SD=1.223$), disagree but majority of principals ($m=3.37/SD=1.422$) and supervisors ($m=3.85/SD=1.345$) disagree and strongly agree that the principal is not ready to prepare for better welfare of teachers and students in the process of school management. This shows variation in the opinion of the respondents. Item fifty five sought respondents' opinions on whether the principal is impersonal in controlling and directing the activities of teachers and students towards complimenting school objectives. The responses show that majority of teachers ($m=2.55/SD=1.159$), principals ($m=2.16/SD=.834$) and

supervisors ($m=2.54/SD=1.198$) disagree and strongly disagree that the principal is impersonal in controlling and directing the activities of teachers and students towards complimenting school objectives. This shows that majority of respondents in the three categories disagree. Item fifty six sought respondents' opinions on whether the morale is quite low due to attitudes of the principal toward school objectives in the study area. The responses show that majority of teaching staff ($m=2.65/SD=1.239$), principals ($m=2.37/SD=1.012$) and supervisors ($m=2.08/SD=.954$) agree and strongly agree that innovations in management affairs of the school from teachers and staff members are not welcome. Item fifty seven sought respondents' opinions on whether teachers and students are living on their own without good direction from the principal. The responses collected show that while majority of teachers ($m=2.66/SD=1.186$) disagree, majority of principals ($m=3.00/SD=1.000$) and supervisors ($m=3.00/SD=1.291$) were undecided on the view that teachers and students are living on their own without good direction from the principal. Item fifty eight sought respondents' opinions on whether teachers and students are frustrated, ineffective and lack respect for the principal in the process of management. The responses collected show that majority of teachers ($m=2.50/SD=1.133$), principals ($m=2.00/SD=.000$) and supervisors ($m=2.54/SD=1.127$) disagree and strongly disagree that the teachers and students are frustrated, ineffective and lack respect for the principal in the process of management. Item fifty nine sought respondents' opinions on whether the rules of schools are rigid and there is too much focus on routine and meaningless task management of schools in the study area. The responses show that majority of teachers ($m=2.84/SD=1.244$), principals ($m=2.63/SD=1.212$) and supervisors ($m=2.15/SD=1.068$) disagree and strongly disagree that the rules of schools are rigid and there is too much focus on routine and meaningless task management of school. Item sixty sought respondents' opinions on whether the principal hates crisis because he cannot management the situation in the study area. the parents cannot or even visit their children except with absolute reason in the study area. This shows that majority of respondents in the three categories agree. Item forty nine sought respondents' opinions

on whether principal welcomes delegation of authority from his subordinates in the school management in the study area. The responses collected show that majority of teachers ($m=3.77/SD=.992$), principals ($m=3.05/SD=1.353$) and supervisors ($m=2.54/SD=1.330$) agree and strongly agree that Principal welcomes delegation of authority from his subordinates in the school management in the study area. This shows that majority of the respondents agree. Item sixty sought respondents' opinions on whether Principal makes decision on his own without consulting his followers in the teaching and learning. The responses collected show that majority of teachers ($m=2.36/SD=1.001$), principals ($m=2.05/SD=.970$) and supervisors ($m=2.92/SD=1.188$) disagree and strongly disagree that The principal hates crisis because he cannot management the situation in the study area.

Therefore, in the whole of responses, majority of the respondents disagree that there is any influence of closed organization climate on the management of secondary schools in Kaduna State. This is deduced from mean rating of respondent opinion on item 51-60 of which dominated by "Disagree" (below 3.00).

4.5. Testing of Research Hypotheses

This section is devoted to present the hypotheses tested as well as their statistical interpretation. Six hypotheses were formulated purposely to establish if any, significant different between the opinion of participants when categorized into teachers, principals and supervisors. The statistical analysis used was the Analysis of Variance (ANOVA) while scheffe test was also used for multiple comparisons in order to establish and find out where the significance differences if any, lies among the groups. The six null hypotheses were tested at alpha level of 0.05, this implies that $p \leq 0.05$ will be rejected while $p > 0.05$ will be accepted.

Ho1: There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of open organization climate on the management of secondary schools in Kaduna State.

Table11: One-Way Analysis of Variance on the Opinionsof Respondents on the Influence of Open Organizational Climate on Management of secondary schools in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	153.179	2	76.589		
Within Groups	4206.957	313	13.441	5.698	.004
Total	4360.136	315			

A one-way analysis of variance between-groups was carried out to examine if there is any significant difference in the opinion of the respondents on Influence of Open Organizational Climate on Management of secondary schools in Kaduna State by Respondents Category. There was a statistically significant difference at the $p < .05$ level in the responses of the respondents belonging to different categories, the three categories of respondents: $F(313, 2) = 5.698$, $p=0.04$. Post-hoc comparisons using the Scheffetest was used and the result is shown in table 12 below:

Table12: Summary of the Scheffer’s Multiple Comparison Test on the Influence of Open Organization Climate on the Management of Secondary Schools in Kaduna State, Nigeria.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teachers	284	34.23	3.668	.218	33.80	34.66	23	43
Principals	19	32.84	3.610	.828	31.10	34.58	26	41
Supervisors	13	37.23	3.700	1.026	34.99	39.47	31	43
Total	316	34.27	3.720	.209	33.86	34.68	23	43

Table 12 above indicated that the mean score for teachers (M=34.23, SD=3.668) was significantly different for the mean of the principals (M=32.84, SD=3.610) but has no significance difference with that of supervisors (M=37.23, SD=3.700). Based on this, the null hypothesis that says there is no significant difference in the opinions of teachers, principals and supervisors on the influence of open organizational climate on the management of secondary schools in Kaduna State, Nigeria is rejected as opinions of teachers and supervisors differ from the opinions of principals in the areas under study.

Ho2: There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of autonomous organization climate on the management of secondary schools in Kaduna state

Table13: One-Way Analysis of Variance on the Opinionsof Respondents on the Influence of Autonomous Organizational Climate on Management of secondary schools in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	83.856	2	41.928		
Within Groups	2635.942	313	8.422	4.979	.007
Total	2719.797	315			

A one-way analysis of variance between-groups was carried out to examine if there is any significant difference in the opinion of the respondents on Influence of Autonomous Organizational Climate on Management of secondary schools in Kaduna State by Respondents Category. There was a statistically significant difference at the $p > .05$ level in the responses of the respondents belonging to different categories, the three categories of respondents: $F(313, 2) = 4.979$, $p=0.07$. Post-hoc comparisons using the Scheffetest was used and the result is shown in table 14 below:

Table14: Summary of the Scheffer’s Multiple Comparison Test on the Influence of Autonomous Organization Climate on the Management of Secondary Schools in Kaduna State, Nigeria.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teachers	284	34.88	2.986	.177	34.53	35.23	25	42
Principals	19	36.95	2.013	.462	35.98	37.92	32	41
Supervisors	13	34.23	1.833	.508	33.12	35.34	31	36
Total	316	34.97	2.938	.165	34.65	35.30	25	42

Table 14 above indicated that the mean score for teachers (M=34.88, SD=2.986) was significantly different for the mean of the principals (M=36.95, SD=2.013) but has no significance difference with that of supervisors (M=34.23, SD=1833). Based on this therefore, the null hypothesis that says there was no statistically significant difference in the opinions of teachers, principals and a supervisor on the influence of autonomous organizational climate on the management of secondary schools in Kaduna state, Nigeria is rejected as opinions of teachers and supervisors differ from the opinions of principals in the areas under study.

Ho3: There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of controlled organization climate on the management of secondary schools in Kaduna state

Table15: One-Way Analysis of Variance on the Opinionsof Respondents on the Influence of Controlled Organizational Climate on Management of secondary schools in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	35.884	2	17.942		
Within Groups	3539.053	313	11.307	1.587	.206
Total	3574.937	315			

A one-way analysis of variance between-groups was carried out to examine if there is any significant difference in the opinion of the respondents on Influence of Controlled Organizational Climate on Management of secondary schools in Kaduna State by Respondents Category. There was no statistically significant difference at the $p > .05$ level in the responses of the respondents belonging to different categories, the three categories of respondents: $F(313, 2) = 1.587, p = .206$. Based on this therefore, the null hypothesis that says there was no statistically significant difference in the opinions of teachers, principals and a supervisor on the influence of controlled organizational climate on the management of secondary schools in Kaduna state, Nigeria is accepted.

Ho4: There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of familiar organization climate on the management of secondary schools in Kaduna state.

Table 16: One-Way Analysis of Variance on the Opinion of Respondents on the Influence of Familiar Organizational Climate on Management of secondary schools in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.309	2	3.154		
Within Groups	2824.739	313	9.025	.350	.705
Total	2831.047	315			

A one-way analysis of variance between-groups was carried out to examine if there is any significant difference in the opinion of the respondents on Influence of Familiar Organizational Climate on Management of secondary schools in Kaduna State by Respondents Category. There was no statistically significant difference at the $p < .05$ level in the responses of the respondents belonging to different categories, the three categories of

respondents: $F(313, 2) = 3.154, p=.705$. Based on this therefore, the null hypotheses that says there is no significance difference in the opinion of principals, teaching and supervisors on the impacts of familiar organization climate on the management of secondary schools in Kaduna state is accepted.

Ho5: There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of paternal organization climate on the management of secondary schools in Kaduna state

Table17: One-Way Analysis of Variance on the Opinionsof Respondents on the Influence of Paternal Organizational Climate on Management of secondary schools in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	246.288	2	123.144		
Within Groups	2717.721	313	8.683	14.183	.000
Total	2964.009	315			

A one-way analysis of variance between-groups was carried out to examine if there is any significant difference in the opinion of the respondents on Influence of Paternal Organizational Climate on Management of secondary schools in Kaduna State by Respondents Category. There was a statistically significant difference at the $p < .05$ level in the responses of the respondents belonging to different categories, the three categories of respondents: $F(313, 2) = 14.183, p=0.00$. Post-hoc comparisons using the Sheffetest was used and the result is shown in table 11 below:

Table18: Summary of the Scheffer’s Multiple Comparison Test on the Influence of Paternal Organization Climate on the Management of Secondary Schools in Kaduna State, Nigeria.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teachers	284	30.60	2.982	.177	30.25	30.95	23	40
Principals	19	31.89	2.536	.582	30.67	33.12	27	37
Supervisors	13	34.85	2.672	.741	33.23	36.46	31	40
Total	316	30.85	3.067	.173	30.51	31.19	23	40

Table 16 above indicated that the mean score for teachers (M=30.60, SD=2.982) and that of principals (M=31.89, SD=2.536) was significantly different from the mean scores of supervisors (M=34.85, SD=3.067). Based on this, the null hypothesis that says there is no significant difference in the opinions of teachers, principals and supervisors on the influence of paternal organizational climate on the management of secondary schools in Kaduna State, Nigeria is rejected as opinions of teachers and principals differ from the opinions of supervisors in the areas under study.

Ho6: There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of closed organization climate on the management of secondary schools in Kaduna state

Table19: One-Way Analysis of Variance on the Opinionsof Respondents on the Influence of Closed Organizational Climate on Management of secondary schools in Kaduna State.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.780	2	12.890		
Within Groups	4604.179	313	14.710	.876	.417
Total	4629.959	315			

A one-way analysis of variance between-groups was carried out to examine if there is any significant difference in the opinion of the respondents on Influence of Closed Organizational Climate on Management of secondary schools in Kaduna State by Respondents Category. There was no statistically significant difference at the $p > .05$ level in the responses of the respondents belonging to different categories, the three categories of respondents: $F(313, 2) = .876, p = .417$ Post-hoc comparisons using the Sheffetest was used and the result is shown in table 11 below:

Table 20: Summary Hypothesis Testing

Table 19 below summarizes the six null hypotheses formulated for this research. The table showed the statistical instrument as well as the significant level used to test the hypotheses. The result of the hypotheses tests was also included and the conclusion which indicated whether the hypotheses were accepted or rejected was presented.

Hypotheses	Statistical	L/Sig.	Df	Mean Square	F	P	Conclusion
<i>There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of open organization climate on the management of secondary schools in Kaduna State</i>	One-Way ANOVA	0.05	2	76.589	5.698	.004	Rejected
<i>There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of autonomous organization climate on the management of secondary schools in Kaduna state</i>	One-Way ANOVA	0.05	2	41.928	4.979	.007	Rejected
<i>There is no significant difference in the opinion of principals, teaching and supervisors on the impacts of controlled organization climate on the management of secondary schools in Kaduna state</i>	One-Way ANOVA	0.05	2	17.942	1.587	.206	Retained
<i>There is no significant difference in the opinions of the principals, teaching and supervisors on the impacts of familiar organization climate on the management of secondary schools in Kaduna state</i>	One-Way ANOVA	0.05	2	3.154	.350	.705	Retained
<i>There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of paternal organization climate on the management of secondary schools in Kaduna state</i>	One-Way ANOVA	0.05	2	123.144	14.183	.000	Rejected
<i>There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of closed organization climate on the management of secondary schools in Kaduna state.</i>	One-Way ANOVA	0.05	2	12.890	.876	.417	Retained

The table 19 above summarized the six formulated null hypotheses for the study. The table shows that the hypotheses were tested at 0.05 level of significance and hypotheses 1,2, and 5 were rejected while hypothesis 3,4 and 6 was retained which indicated that there is significant difference in the opinion of respondents in research question 1,2 and 5.

4.6 Summary of Major Findings

Based on the analysis of the collected data, the following were discovered as the main or primary findings of the study, conducted to find out the level of influence of organization climate on the management of secondary schools in Kaduna State.

1. There is significant difference in the opinions of principals, teachers and supervisors on the influence of Open Organization Climate on the management of secondary schools in Kaduna State. This implies that open organization climate influenced the management of secondary schools in the study area. This, therefore, shows that the principals and teachers are open to each other on issues of school administration, and in addition, principals and teachers have open mind to students in terms of their academic activities. Teachers and supervisors are more optimistic to this view than the principals;
2. There is statistically significance difference in the opinion of principals, teachers and supervisors on the impacts of autonomous organization climate on the management of secondary schools in Kaduna state. This therefore shows that autonomous organizational climate influences the management of secondary schools in the study area. As such, the study reveals that teachers and students are happy in the teaching and learning and overall management of school resources as there is no external threat to the teachers and students in the

business of teaching and learning and school resource management. This is the view of majority of the respondents though principals are more optimistic to this view.

3. There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of controlled organization climate on the management of secondary schools in Kaduna state. This implies that majority of the respondents were of the view that controlled organizational climate does not influences the management of secondary schools in the study area.
4. There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of familiar organization climate on the management of secondary schools in Kaduna state. This implies that majority of the respondents were of the view that familiar organizational climate does not influence the management of secondary schools in the study area.
5. There is statistically significance difference in the opinion of principals, teaching and supervisors on the impacts of paternal organization climate on the management of secondary schools in Kaduna state. It was discovered that paternal organizational climate does not influence the management of secondary schools in the study area which is the view of the majority of the respondents. Teachers' respondents are more optimistic to this view.
6. There is no significance difference in the opinion of principals, teaching and supervisors on the impacts of closed organization climate on the management of secondary schools in Kaduna state. This therefore, implies that closed organizational climate does not influence the management of secondary schools in the study area.

4.7 Discussion of Findings

The study sought to discuss the influence of organizational climate on effective management of secondary schools in Kaduna State. There were six stated research questions for the study. Many variables that are suggested as relevant to these questions were analysed with a view to provide objective analysis. Answers to these questions were provided in the analyses presented in Table 5, 6, 7, 8, 9 and 10. Finding in Table 5 which sought to analyse the Influence of open organization climate on the management of secondary schools in Kaduna State. It was discovered in table 5 that teachers, principals, students and community practice open organizational climate in schools which influence effective management of secondary schools in the study area. The study revealed that teachers and students are open in teaching and learning processes, the mode of interaction between school and community helps to improve teaching and learning and the principal and teachers are open to each other on issues of school administration. On the contrary, the study reveals that principal is not supportive to students in the process of teaching and learning but principal and teachers are cooperative in assisting each other in school administration. However, it was discovered that majority of teachers and principals did not believed that Principal and teachers are not showing genuine concern to students in teaching and learning processes but majority of supervisors agreed. The overall findings showed that open organizational climate has greatly influenced the management of secondary schools in Kaduna state.

The findings in table 6 sought to analyse the influence of autonomous organizational climate on effective management of secondary schools in Kaduna State. It was discovered that autonomous organizational climate is being practices in the study area. The finding shows that teachers and students can intermingle happily in the teaching and learning process as well as in the overall

management of school resources. There is also absence of external threat that may be an obstacle to the teachers in the teaching and learning business which help in the overall management of schools in the study area. It was discovered in the context of practicing autonomous organizational climate in the study area that teachers and school administrators use skill in managing the school in term if collaboration, interdependence and problem solving in management of our school. On the contrary, it was discovered that teachers and students are not given good measure of freedom to operate in the management of the institution. This is the view of majority of teachers and supervisors, but majority of principals agreed.

The findings in table 7 sought to analyse the influence of controlled organizational climate on effective management of secondary schools in Kaduna State. It was discovered that controlled organizational climate does not influence the process of administration of secondary schools in the study area. The finding shows that teachers and students are given personal or social consideration rather than institutional objectives but morale is fairly high on the side of teachers and students but it reflects goals achievement of teaching and learning. The study also shows that the principal is highly task-oriented and highly controlled in the school management. The study also revealed that the principal is highly task-oriented and highly controlled in the school management in the study area. It was also discovered that the principal and inspectors are dominant and authoritative in all aspects of school management in the study area.

The findings in table 8 sought to analyse the influence of familiar organizational climate in the management of secondary schools in Kaduna State. The findings show that familiar organizational climate is not being practice in the study area as there is no influence of the climate in the management of secondary schools in the study area. Instead of principal to emphasises more on friendly atmosphere than task accomplishment, it was discovered that they

principal always encourage cooperation and assists others to work as team in order to achieve the goal of the school. It was also discovered that controlled organizational climate has not been practices in the study area because teachers and students are committed to their primary assignment i.e. teaching and learning.

The findings in table 9 sought to analyse the influence of paternal organizational climate in the management of secondary schools in Kaduna State. It was discovered that principal discourages the emergence of leadership acts from side of teachers and students. It was discovered that Students cannot express their difficulties or problem with boldness in teaching and learning as against the practice of the of paternal orgainzational climate.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive summary on influence of organization climate on effective management of secondary schools in Kaduna State, Nigeria. The conclusion focused primarily on the influence of the findings in effective management of secondary Schools as well as the implication to academic excellence in the study area.

Recommendations are also provided by the researcher. The recommendations were made on the basis of the findings of the study. Objectives of the study; research questions and hypotheses were made to guide the study. Relevant data was collected from previous research findings and scholars' views. In addition, School Climate theoretical approach was adopted as theoretical framework of the study.

5.2 Summary

Based on the major theoretical tenets of the School Climate approach to management of secondary schools in Kaduna state, some aspects of school climate were assessed. 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 literatures were reviewed in line with the formulated objectives of the study. The literatures were sourced from journals, magazines, internet sources and unpublished theses among others. The review presented the conceptual framework which consists the concept of organization, organizational climate, types of organizational climate: open organizational

climate, autonomous organizational climate, controlled organizational climate, paternal organizational climate and closed organizational climate and their influence in secondary schools.

Data for the study was collected via the validated questionnaire as instruments for the study and recorded analysis. The data was collected from the randomly selected sample of 370 out of the population of 10,048 based on Research Adviser's formulae for determining the sample size of a given population. Two methods of data analysis were used for the analysis of the collected data. The first method of data analysis employed for the study was the Descriptive Analysis of Simple Percentage, mean and standard deviation Method, which was employed to provide answer to the stated research questions of the study. The second one employed is inferential method of data analysis known as ANOVA to test the stated research hypotheses. The study further presented, analysed and discussed the data collected from the respondents based on the topic under study. Based on the analysis of the collected data, the study discovered that Open Organizational climate is being practiced more frequently in the Secondary Schools in the study area.

5.2 Conclusions

The study investigated the influence of organizational climate on the management of secondary schools in Kaduna State. Six research questions were asked to guide the study; each question was further broken into ten item statements in order to expatiate and to ease understanding of the questions to the respondents. Majority of respondents expressed their opinions which indicated that there is adequate practice of open organizational climate in the study area. This shows that democratic leadership style is being practiced in secondary schools in the study area. This resulted that the teachers have great desire to work and students are highly happy and motivated to learn.

However, the study discovered that some schools were practicing non-democratic leadership style where the leaders (principals) dominated every aspect of administration in the schools. However, the study discovered that Principal and teachers are not showing genuine concern to students in teaching and learning processes in some secondary schools in the study area.

The study concluded that for conducive organizational climates in secondary schools in Kaduna state, there should be practice of open organizational climate in the management of schools where adequate use of cooperation and team work between stakeholders should always be encouraged.

5.3 Recommendations

Based on the findings of the study, the following recommendations were suggested:

1. The top management of schools should maintain open organizational climate where democratic leadership style should be emphasised in their relation with the teachers, students and the local community. This may open up a room for practicing open organizational climate in schools hence improving effective teaching and learning and effective management of secondary schools in the study area.
2. The school administrators should intensify their efforts, encourage and motivate teachers to express great desire to work, and also motivate students to learn. Therefore, the teachers and administrators should use skill in managing the school in term of collaboration, interdependence and problem solving in management of staff and students.
3. The management staff more especially principals should be given personal or social consideration to teachers and students in terms of decision making in schools. This may create an effective atmosphere for cordial relationship among all staff and students which may lead to effective management of schools in the study area. In addition, the principals and the inspectors alone

should not dominate all aspects of school management; there should be democratic style of administration.

4. The principal should encourage teachers and students to embrace goals and understand changes to strengthen teaching and learning in the study areas. The top management staff should be familiar with all the teaching and non-teaching staff so that to create an atmosphere for better management of secondary schools in the study area.
5. There should be division of labour between the principal and other staff of the school. Therefore, the principal should not discourage the emergence of leadership acts from side of teachers and students rather, there should be cooperation in decision making. Also, students should be allowed to express their difficulties and problems and their contributions and innovations should be welcomed by the principals.
6. Closed organizational climate should not be encouraged in the schools. Therefore, the principal and teachers should work towards goal achievement on school management. This may poster a greater achievement in the management of secondary schools in the study area. The principal should be ready to prepare for better welfare of teachers and students in the process of school management.

5.4. Suggestions for further studies

The study investigated the influence of organizational climate on effective management of secondary schools in Kaduna State. Therefore, the research only exploits the effect of organizational climate in secondary schools and in Kaduna State. Based on this limitation, the researcher felt that there is need for further study in the following areas:

1. Assessment of the Impact of Democratic Leadership of Principals in the Management of Secondary Schools in Kaduna State

2. The researcher also felt that there is need to study the Role of the School management on the maintenance of effective organizational climate in Colleges of Education in Kaduna State, Nigeria.
3. Assessment of the role of democratic leadership in conflict resolution in tertiary institutions in Nigeria.

5.5 Contributions to Knowledge

This study established that:

1. The best administration of secondary schools is the one where both the management, teaching staff and students can play a role in the overall management of schools is seen to be the best practice if to ensure conducive school climate in secondary schools of Kaduna State
2. The study revealed that Open organizational climate where students, teaching and non-teaching staff, community members and administrative staff play their roles in the management of school without disruption yield positive impact in the study area and this may carry along the attention of the educationist to recommend the practice in other areas nationwide.

References

- Abdallah, B. (2007). Decision Making and Delegation of Authority in school Administration. Ibadan: Combat publication.
- Adebimpe, S.A. (2003). Secondary School Administration Onitsha, Sterling press
- Adesina, S. (1990), Educational Management. Enugu: Fourth Dimension publishing Company Limited.
- Adigan, B.C. (2016). Effective Organisation and Management of Secondary School, Emergent issues in Nigeria Education Lagos: vol. 1 Joja press.
- Ahmad, A. B. (2005). Participation in organisations: A preview of the issues and proposed framework for future analysis. *Journal of Mgt.*, 21: 395- 421.
- Aigboje, C.D. (2007) Head teachers' perception of adequacy of the facilities provided for the implementation of Universal Basic Education (UBE) in Nigerian primary schools. *Journal of Applied Research in Education* 5(1). 58- 66
- Akinfolarin (2015). Organizational climate and physical resource utilization in vocational and technical education in colleges of education in South West Nigeria.
- Aubrey, B. & Cohen, P.M. (2005). *Working wisdom: timeless skills and vanguard strategies for learning organizations*. San Francisco: Jossey Bass.
- Barau,A.A. (2001). The Impact of Teachers and Students participation in Decision Making NIEPA vol. 1 No 25.
- Chance, P.L. & Chance, E. W. (2002). *Introduction to educational leadership and organizational behavior: Theory into practice*. Larchmont, NY: Eye on Education, Inc.
- Dare, M.O (2006). Effective Leadership Styles for the Realization of Educational goals in the school systems. *Journal of Educational Managers and Planners*. Kano.
- Donnelly, Gibson, and Mancervich (1995). "Fundamental of Management, edition, von, Hoffman press, United State of America Donnelly, Gibson, and Doncevich (1995) Management Theory and Practice 6' edition. UK: ITS International, padstord.
- Drucker, P.F. (1990). Managing the nonprofit organization: Principles and Practices. New York, N.Y.: HarperCollins.
- Edem, D.A. (2006). "Introduction to Educational Administration in Nigeria". Ibadan, Spectrum Books Limited.
- Ehiametalor, E. T. (2003). Educational Resource Management: Failure of the Past. Unpublished Report of UNICEF Project, University of Benin, 18th September, 2003 Ejieh,
- Enoh, A.O. Bamanja, B.B and Unwuka, R.J. (1987). A Hand Book of Educational Foundation. Challenge press, Jos.

- Eric J. T., & Mary G (2008). The Impact Of School Climate On School Outcomes. *Journal of College Teaching & Learning – September 2008 Volume 5, Number 9*. Kennesaw State University, USA
- Farook, U. (2012). Meaning of Organization, Importance, Nature and Characteristics. Study Lecture Notes. Retrieved from studylecturenates.com
- Garrett, T. (2008). Student-Centered and Teacher Centered Classroom Management: A Case Study of Three Elementary Teachers. *Journal of Classroom Interaction*, 43(1), 34-47
- Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 20(10), 1-29.
- Gunbayi, I. (2007). School Climate and teachers' perceptions on climate factors: research into nine urban high schools. *The Turkish Online Journal of Educational Technology*, 6(3), 70-78
- Haiman D, Scott TL, Comer JP (2003) School Climate and Classroom Management Centre for Research on School Safety
- Hall, L. (2005), *Wise Council in Coaching at Work - Special Launch Issue*: London: CIPD.
- Halpin, A. W., & Croft, D. B. (1963). *The organizational climate of schools*. Chicago: Midwest Administration Center.
- Halpin, A.W. & Croft, D.B. (1963). *The Organizational climate of schools*. Chicago: University of Chicago Midwest Administration Centre.
- Halpin, A.W. (1957). Manual for the leader behaviour description questionnaire. Bureau of Business Research, College of Commerce and Administration. The Ohio State University.
- Hinjari, H.S (2006). Contemporary Issues and Challenges in the Management of Education in Nigeria *Journal of Educational Management and Planning* vol. 2.1.
- Howard, G. (2006). *We can't teach what we don't know: white teachers, multiracial schools*. Teachers' College Record.
- Hoy, W. K., & Clover, S. (1986). Elementary school climate: A revision of the OCDQ. *Educational Administration Quarterly*, 22, 93-110.
- Hoy, W. K., & Miskel, C. G. (1991). *Educational administration: Theory into practice*. New York: McGraw-Hill.
- Hoy, W., & Hannum, J.W. (1997). Middle School climate: An empirical assessment of organizational health and student achievement. *Educational Administration Quarterly*, 33(3), 1997.
- Hoy, W., Tarter, C. J., & Kottkamp, R. (1991). *Open schools/ healthy schools*. Newbury, CA: Sage Publications.

- Hoy, W.K., & Tarter, C.J. (1997). *The road to open and healthy schools: A handbook for change (middle and secondary school ed.)*. Thousand Oaks, CA: Corwin Press, Inc.
- Hoy, W.K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86(2), 38- 49.
- Igunnu A.A. (2008). “Philosophy of Leadership” unpublished lecture guide for M’ED students, Educational Administration and Planning, ABU Zaria.
- Kesler, G.C. (2002). Why the leadership bench never gets deeper: ten insights about executive talent development. *Human Resource Planning*, 25,32-45.
- Maina B.A. (2008). “Effective Educational Management for Conflict Free Secondary Schools in the 21st Century in Nigeria”. A Lead Paper Presented at the Workshop organised by Islamic Science Secondary School Gusau, Zamfara State, March 21st.
- McNiff, J. Lomax, P. & Whitehead, J. (2003), *You and Your Action Research Project*, London: RoutledgeFalmer.
- Musaazi .J.C.S. (2002). “The Theory and Practice of Educational Administration”. Hong Kong, Macmillan Publishers Limited.
- Nakpodia, E. D. (2010). Human Resource Management in School Administration in Delta State Nigeria. *Journal of Social Science*, 23 (3): 179-187. National Population Commission (2006). Provisional Figures for 2006 Nigeria’s Census. National Population Commission. Retrieved October 5, 2013, from <http://www.nigerianmuse.com>. New Jersey State Department of Education (2009). *Preschool Teaching and Learning Standards. Preschool Teaching and Learning Standard* . New Jersey: New Jersey State Department of Education.
- O’Brennan, L. M., Bradshaw, C. P., & Furlong, M. J. (2014). Influence of Classroom and School Climate on Teacher Perceptions of Student Problem Behavior. *School Ment Health*, 6(2), 125-136.
- Obanya, P. (2003). Contemporary World Concerns and the African School Curriculum. Keynote Address to the 6th Annual Conference of Con, University of Port Harcourt, 25th-29th November.
- Ojedele, P.K. (2004). Facilities provision and management for the successful implementation of the universal basic education (UBE) programme in Nigeria. In E.OFagbamiye, J.B. Babalola, M.Fabunmi& A.O. Ayeni (Eds.). *Management of primary and secondary education in Nigeria*. Ibadan: NAEAP/Codat publications.
- Olagboye, A.A. (2004). *Introduction to educational management in Nigeria*. Ibadan: daily graphics (Nigeria) Limited. Teachers’ Registration Council of Nigeria (June, 2006). *Statistical digest*, Abuja: TRCN. 134 Olaitan, S. O. & Mama, R. O. (2001). *Principles and practice of school farm management*, Owerri: Cape Publishers Int. Limited.
- Olubadewo, D. (2007) *Education for Human Rights in African Schools*. African Development. Vol XXXV, Nos 1&2.

- Orpen, C. (2005). The effects of mentoring on employees' career success. *J. Social Psychology*, 135, 667- 668.
- Ovwigho, Y.M. (2004). “Fundamentals of Effective Management of Organisations in Nigeria.” Benin-City JJ Publishers.
- Owens RG (2004) Organizational behaviour in education: Adaptive Leadership and school reform (8thed). Boston: Allyn & Bacon
- Puteh, M., Adnan, M., Ibrahim, M. H., Noh, N. M., & Che’Ahmad, C. N. (2014). An Analysis of Comfortable Teaching and Learning Environment: Community Response to Climate Change in School. *Procedia - Social and Behavioral Sciences*, 116, 285-290.
- Raza, S.A., Mehr, P. & Shah, A. (2010). Impact of Organizational Climate on Influence of College Teachers in Punjab. Arid Agriculture University, Pakistan Journal of College Teaching & Learning – October, 2010 Vol. 7, No. 10.
- Razavipour, K., & Yousef, M. (2017). Iranian English language teachers' job satisfaction and organisational climate in public and private schools. *Issues in Educational Research*, 27(4), 842-857.
- Reinke WM, Herman KC, (2013). Stormont M. Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*. 15, 39-50.
- Sackney and Dibaski (2004). Personnel Administration: A point of view and a method New York McGraw Hill.
- Scherer, M. (2009). *A better beginning: supporting and mentoring new teachers*. Alexandria: Association for Supervision and Curriculum Development.
- Sharma,M.L (1978). *Technical hand book for School Organizational Climate Descriptive Questionnaire*, Surat;South Gujar University
- Shim SS, Kiefer SM, Wang C. (2013). Help seeking among peers: The role of goal structure and peer climate. *The Journal of Educational Research*. 106, 290-300.
- Skaalvik EM, Skaalvik S. (2013). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology*, 99, 611-625.
- Sliver TD (2005), *The Impact of school resources on the learning of inner city, children*, Cambridge Ballinger publishing company
- Sweetland, Scott, R., Hoy, Wayner, K. (2000). “School Characteristics and Educational Outcomes: Toward an Organizational Model of Student Achievement in Middle Schools”. *Edducational Administration Quarterly* 36:703 – 729.
- Thompson, M. (2001), Towards Professional Learning Communities? In D. Gleeson and C Husbands (Eds): *The Performing School: Teaching and Learning in a Performance Culture*: London: RoutledgeFalmer

- Thompson, M.D. (2005). Organizational Climate Perception and Job element satisfaction: A multi-frame application in a higher education setting. *E.Journal of Organizational :Learning and Leadership*, 4(1).
- Tschannen-Moran, M., Parish, J., Dipaola, M. (2006). School climate: The interplay between interpersonal relationships and student achievement. *Journal of School Leadership*, 16(4), 386-415.
- Uche C.M. (2010). *Different Ways and Methods of Developing Individuals in an Organization*. Port Harcourt: University of Port Harcourt Press.
- Uchegbu, A.A. (2001). Management of Nigerian Education: Law, Structure and Responsibility, Ondo NIEPA publication vol. 3.56.
- Vedavathi.B (2017). A Study on Secondary School Organizational Climate and Work Values of Secondary School Heads. *IOSR Journal of Research & Method in Education (IOSR-JRME)*. e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 7, Issue 2 Ver. II. Research scholar in education, Department of studies in education, Mysore University, Karnataka. India
- Weoma, N.O. (1997). Organisational Thoughts and Practice in Educational Institutions. Ebonyi, McDonald press. Ltd.
- Yabo, M.A. (2007). “Foundations of Educational Management”. Sokoto, Lifeline Educational Consultant and Publishers Limited.
- Zeus, P. & Skiffington, S. (2002), *The Coaching at Work Toolkit*: Australia: McGraw Hill
- Zhang, J. (2010). Organizational Climate and its Effects on Organizational Variables: An Empirical Study. *International Journal of Psychological Studies*.Vol. 2, No. 2; School of Management and Economics. China: Beijing Institute of Technology, Beijing 100081
- Zullig, K. J., Koopman, T.M., Patton, J. M., Ubbes, V. A. (2010). School climate: Historical review, instrument development and assessment. *Journal of Psycho-educational Assessment*, 28(2), 139-152. doi: 10.1177/0734282909344205

APPENDIX A:

**QUESTIONNAIRE ON THE INFLUENCE OF ORGANIZATIONAL CLIMATE ON
THE MANAGEMENT OF SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA**

Department of Educational Foundations and
Curriculum,
Faculty of Education,
A.B.U. Zaria.

5thMarch, 2020

Dear Respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a Postgraduate Student of the above-named Department currently undertaking a research on the topic “**Influence of Organizational Climate on Management of Secondary Schools in Kaduna State, Nigeria**”. I wish to request your kind assistance to fill-in this questionnaire as honestly as possible.

Your response and cooperation will certainly assist in completing this research. Any information supplied will be treated confidentially and used strictly for the purpose of the research only.

Thank you in anticipation of your kind cooperation.

Yours Sincerely,

**Aisha YAHAYA
P17EDFC8138**

APPENDIX B

Section A: Bio-Data of Respondents

Please tick (✓) in the appropriate column that relates to you.

1. **Status:** (a) Supervisor () (b) Principal () Teacher ()
2. **Gender:** (a) Male () (b) Female ()
3. **Highest Academic Qualification:** (a) M.Ed () (b) B.Ed () (c) NCE () (d) P.hD. ()
(d) Others please specify _____
4. **Years of Working Experience:** (a) 1-5 years () (b) 6 -10 years ()
(c) 11 – 15 years () (d) 16 -20 years () (e) 20 years and above ()

Please, tick (√) in the appropriate column that best represents your view on each of the following statements in sections

Section B: Impact of open organization climate on the management of secondary schools in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Teachers and students are open in teaching and learning processes					
2	The mode of interaction between school and community helps to improve teaching and learning					
3	The principal and teachers are open to each other on issues of school administration					
4	Principal is not supportive to students in the process of teaching and learning					
5	Principal and teachers are cooperative in assisting each other in school administration					
6	The principal, students and teachers have receptive attitudes to each other's idea in commitment to work					
7	Principal and teachers are not showing genuine concern to students in teaching and learning processes					
8	Principal motivates and encourages students in teaching and learning processes					
9	Teachers are given freedom to carry out their duties in the process of teaching, learning and school management					
10	The teachers and principal care, respect and help each others as colleagues in management of school resources.					

Section C: Impact of autonomous organization climate on the management of secondary schools in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	Teachers and students are given good measure of freedom to operate in the management of the institution					

12	Teachers and students are happy in the teaching and learning and overall management of school resources					
13	There is no external threat to the teachers and students in the business of teaching and learning and school resource management					
14	The teachers have great desire to work and students are highly happy and motivated to learn.					
15	The teachers and administrators use skill in managing the school in term of collaboration, interdependence and problem solving in management of our school.					
16	Teachers and students are allowed to bring welcome innovation as a sign of improvement and progress in teaching and learning activities.					
17	The principal is supportive, flexible and open to teachers and students in the management of school					
18	Teachers are divided, do not trust one another and totally uncommitted to the school management activities.					
19	Teachers are free to develop interactive activities with students in order to initiate new programme that could facilitate teaching and learning.					
20	The principal believes in dialogue rather than punishment to students or teachers on the school management					

Section D: Impact of controlled organization climate on the management of secondary schools in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21	Teachers and students are not given personal or social consideration rather than institutional objectives.					
22	Morale is fairly high on the side of teachers and students but it reflects goals achievement of teaching and learning.					
23	The principal is highly task-oriented and highly controlled in the school management					
24	The principal and inspectors are dominant and authoritative in all aspects of school management					
25	The principal allows little flexibility within the organization and insists that everything be done his own ways.					
26	The organization is not open to teachers and students in the management of the school					
27	The principal does not recognize initiatives and innovative in terms of teaching and learning					
28	Principal issues instructions that must be religiously observed without considering teachers or students					
29	The principal's decision is final in all cases					
30	The principal is very rigid and restrictive in the government policies to teachers and students even in the expense of the individual life.					

Section E: Impact of familiar organization climate o the management of secondary schools in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31	Principal emphasises more on friendly atmosphere than task accomplishment					
32	The principal always encourages cooperation and assists others to work as team in order to achieve the goal of the school					
33	Teachers and students are committed to their primary assignment i.e. teaching and learning.					
34	The principal form a clique of those who share the same attitude and become friends					
35	The management staff, inspector and principal are flexible and less formal while teaching and learning is suffering					
36	The principal does not encourage teachers and students to embrace goals and understand changes to strengthen teaching and learning.					
37	Teachers and students are encouraged to employ some innovative mechanism in promoting teaching and learning.					
38	Few rules and regulations are established as suggestions to the teachers and students on teaching and learning processes.					
39	The principal has no vision or clear-cut objectives to be accomplished in the teaching and learning.					
40	The principal has no time for group decision-making and sharing of institutional objectives.					

Section F: Impact of paternal organization climate o the management of secondary schools in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41	The principal discourages the emergence of leadership acts from side of teachers and students.					
42	The principal seeks teachers and everybody for loyalty and committed in the management of the school					
43	Students cannot express their difficulties or problem with boldness in teaching and learning					
44	Principal involves little cooperation of administrative tasks with teachers.					
45	Innovations in management affairs of the school from teachers and staff members are not welcome					
46	The principal is everywhere and telling students and teachers what to do					
47	The principal gives order and expect respect and not contributions from member of staff in the school management					
48	Parents cannot or even visit their children except with absolute reason.					
49	Principal welcomes delegation of authority from his subordinates in the school management					
50	Principal makes decision on his own without consulting his subordinates in the school management.					

Section G: Impact of closed organization climate o the management of secondary schools in Kaduna State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51	The degree of apathy on the part of both principal and teachers is high					
52	The principal and teachers are not working towards goal achievement on school management					
53	The principal is ineffective in directing the activities of the school management					
54	The principal is not ready to prepare for better welfare of teachers and students in the process of school management					
55	the principal is impersonal in controlling and directing the activities of teachers and students towards complimenting school objectives					
56	The morale is quite low due to attitudes of the principal toward school objectives					
57	Teachers and students are living on their own without good direction from the principal					
58	Teachers and students are frustrated, ineffective and lack respect for the principal in the process of management.					
59	The rules are rigid and there is too much focus on routine and meaningless task management of school					
60	The principal hates crisis because he cannot management the situation.					

APPENDIX 'C' Statistical Analysis

Q1 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q1	Strongly disagree	Count	3	1	0	4
		% of Total	0.9%	0.3%	0.0%	1.3%
	Disagree	Count	17	4	2	23
		% of Total	5.4%	1.3%	0.6%	7.3%
	Undecided	Count	24	1	3	28
		% of Total	7.6%	0.3%	0.9%	8.9%
Agree	Count	196	11	3	210	
	% of Total	62.0%	3.5%	0.9%	66.5%	
Strongly agree	Count	44	2	5	51	
	% of Total	13.9%	0.6%	1.6%	16.1%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q2 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q2	Strongly disagree	Count	5	0	1	6
		% of Total	1.6%	0.0%	0.3%	1.9%
	Disagree	Count	19	6	1	26
		% of Total	6.0%	1.9%	0.3%	8.2%
	Undecided	Count	38	2	1	41
		% of Total	12.0%	0.6%	0.3%	13.0%
Agree	Count	183	10	9	202	
	% of Total	57.9%	3.2%	2.8%	63.9%	
Strongly agree	Count	39	1	1	41	
	% of Total	12.3%	0.3%	0.3%	13.0%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q3 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q3	Strongly disagree	Count	10	0	0	10
		% of Total	3.2%	0.0%	0.0%	3.2%
	Disagree	Count	40	0	1	41
		% of Total	12.7%	0.0%	0.3%	13.0%
	Undecided	Count	36	1	4	41
		% of Total	11.4%	0.3%	1.3%	13.0%
Agree	Count	158	17	5	180	
	% of Total	50.0%	5.4%	1.6%	57.0%	
Strongly agree	Count	40	1	3	44	
	% of Total	12.7%	0.3%	0.9%	13.9%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

*** Respondents Crosstabulation**

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q4	Strongly disagree	Count	6	0	0	6
		% of Total	1.9%	0.0%	0.0%	1.9%
	Disagree	Count	30	3	0	33

	% of Total	9.5%	0.9%	0.0%	10.4%
Undecided	Count	31	1	4	36
	% of Total	9.8%	0.3%	1.3%	11.4%
Agree	Count	175	8	9	192
	% of Total	55.4%	2.5%	2.8%	60.8%
Strongly agree	Count	42	7	0	49
	% of Total	13.3%	2.2%	0.0%	15.5%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q5 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	7	0	0	7
	% of Total	2.2%	0.0%	0.0%	2.2%
Disagree	Count	31	0	4	35
	% of Total	9.8%	0.0%	1.3%	11.1%
Undecided	Count	25	3	2	30
	% of Total	7.9%	0.9%	0.6%	9.5%
Agree	Count	167	14	3	184
	% of Total	52.8%	4.4%	0.9%	58.2%
Strongly agree	Count	54	2	4	60
	% of Total	17.1%	0.6%	1.3%	19.0%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q6 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	44	3	1	48
	% of Total	13.9%	0.9%	0.3%	15.2%
Disagree	Count	126	10	0	136
	% of Total	39.9%	3.2%	0.0%	43.0%
Undecided	Count	40	2	0	42
	% of Total	12.7%	0.6%	0.0%	13.3%
Agree	Count	43	2	5	50
	% of Total	13.6%	0.6%	1.6%	15.8%
Strongly agree	Count	31	2	7	40
	% of Total	9.8%	0.6%	2.2%	12.7%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q7 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	43	3	0	46
	% of Total	13.6%	0.9%	0.0%	14.6%
Disagree	Count	129	10	3	142
	% of Total	40.8%	3.2%	0.9%	44.9%
Undecided	Count	46	2	3	51
	% of Total	14.6%	0.6%	0.9%	16.1%
Agree	Count	42	2	4	48
	% of Total	13.3%	0.6%	1.3%	15.2%
Strongly agree	Count	24	2	3	29
	% of Total	7.6%	0.6%	0.9%	9.2%

Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q8 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	33	6	1	40
	% of Total	10.4%	1.9%	0.3%	12.7%
Disagree	Count	70	4	2	76
	% of Total	22.2%	1.3%	0.6%	24.1%
Undecided	Count	38	1	2	41
	% of Total	12.0%	0.3%	0.6%	13.0%
Agree	Count	86	3	3	92
	% of Total	27.2%	0.9%	0.9%	29.1%
Strongly agree	Count	57	5	5	67
	% of Total	18.0%	1.6%	1.6%	21.2%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q9 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	36	1	1	38
	% of Total	11.4%	0.3%	0.3%	12.0%
Disagree	Count	72	9	4	85
	% of Total	22.8%	2.8%	1.3%	26.9%
Undecided	Count	40	2	1	43
	% of Total	12.7%	0.6%	0.3%	13.6%
Agree	Count	78	3	3	84
	% of Total	24.7%	0.9%	0.9%	26.6%
Strongly agree	Count	58	4	4	66
	% of Total	18.4%	1.3%	1.3%	20.9%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q10 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	17	2	0	19
	% of Total	5.4%	0.6%	0.0%	6.0%
Disagree	Count	35	4	2	41
	% of Total	11.1%	1.3%	0.6%	13.0%
Undecided	Count	39	2	2	43
	% of Total	12.3%	0.6%	0.6%	13.6%
Agree	Count	114	8	5	127
	% of Total	36.1%	2.5%	1.6%	40.2%
Strongly agree	Count	79	3	4	86
	% of Total	25.0%	0.9%	1.3%	27.2%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Means

Notes

Output Created
Comments

05-MAY-2020 10:10:08

	Data	C:\Users\Sani\Documents\AISHA DATA.sav
	Active Dataset	DataSet1
Input	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	316
	File	
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax		MEANS TABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 BY Respondents /CELLS MEAN STDDEV.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\Sani\Documents\AISHA DATA.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Q1 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q2 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q3 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q4 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q5 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q6 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q7 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q8 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q9 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q10 * Respondents	316	100.0%	0	0.0%	316	100.0%

eport

Respondents		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Teacher	Mean	3.92	3.82	3.63	3.76	3.81	2.62	2.56	3.23	3.18	3.71
	Std. Deviation	.755	.816	1.006	.904	.951	1.229	1.165	1.331	1.352	1.171
Principal	Mean	3.47	3.32	4.00	4.00	3.95	2.47	2.47	2.84	3.00	3.32
	Std. Deviation	1.124	1.003	.333	1.054	.524	1.219	1.219	1.675	1.333	1.293
Supervisor	Mean	3.85	3.62	3.77	3.69	3.54	4.31	3.54	3.69	3.38	3.85
	Std. Deviation	1.144	1.044	.927	.480	1.266	1.109	1.127	1.377	1.446	1.068
Total	Mean	3.89	3.78	3.66	3.78	3.81	2.68	2.59	3.22	3.17	3.70
	Std. Deviation	.803	.844	.978	.900	.945	1.266	1.179	1.358	1.352	1.175

Q2

Q11 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	52	0	9	61
	% of Total	16.5%	0.0%	2.8%	19.3%
Disagree	Count	160	1	4	165
	% of Total	50.6%	0.3%	1.3%	52.2%
Undecided	Count	19	5	0	24
	% of Total	6.0%	1.6%	0.0%	7.6%
Agree	Count	37	5	0	42
	% of Total	11.7%	1.6%	0.0%	13.3%
Strongly agree	Count	16	8	0	24
	% of Total	5.1%	2.5%	0.0%	7.6%
Total	Count	284	19	13	316

% of Total 89.9% 6.0% 4.1% 100.0%

Q12 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q12	Strongly disagree	Count	4	0	0	4
		% of Total	1.3%	0.0%	0.0%	1.3%
	Disagree	Count	27	0	0	27
		% of Total	8.5%	0.0%	0.0%	8.5%
	Undecided	Count	27	0	0	27
		% of Total	8.5%	0.0%	0.0%	8.5%
Agree	Count	194	14	11	219	
	% of Total	61.4%	4.4%	3.5%	69.3%	
Strongly agree	Count	32	5	2	39	
	% of Total	10.1%	1.6%	0.6%	12.3%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q13 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q13	Strongly disagree	Count	3	0	0	3
		% of Total	0.9%	0.0%	0.0%	0.9%
	Disagree	Count	21	0	1	22
		% of Total	6.6%	0.0%	0.3%	7.0%
	Undecided	Count	30	0	3	33
		% of Total	9.5%	0.0%	0.9%	10.4%
Agree	Count	187	17	7	211	
	% of Total	59.2%	5.4%	2.2%	66.8%	
Strongly agree	Count	43	2	2	47	
	% of Total	13.6%	0.6%	0.6%	14.9%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q14 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q14	Strongly disagree	Count	4	1	0	5
		% of Total	1.3%	0.3%	0.0%	1.6%
	Disagree	Count	10	7	0	17
		% of Total	3.2%	2.2%	0.0%	5.4%
	Undecided	Count	26	2	2	30
		% of Total	8.2%	0.6%	0.6%	9.5%
Agree	Count	207	8	10	225	
	% of Total	65.5%	2.5%	3.2%	71.2%	
Strongly agree	Count	37	1	1	39	
	% of Total	11.7%	0.3%	0.3%	12.3%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q15 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q15	Strongly disagree	Count	3	0	0	3
		% of Total	0.9%	0.0%	0.0%	0.9%

Disagree	Count	21	1	0	22
	% of Total	6.6%	0.3%	0.0%	7.0%
Undecided	Count	22	2	1	25
	% of Total	7.0%	0.6%	0.3%	7.9%
Agree	Count	193	11	11	215
	% of Total	61.1%	3.5%	3.5%	68.0%
Strongly agree	Count	45	5	1	51
	% of Total	14.2%	1.6%	0.3%	16.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q16 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	3	0	1	4
	% of Total	0.9%	0.0%	0.3%	1.3%
Disagree	Count	17	0	7	24
	% of Total	5.4%	0.0%	2.2%	7.6%
Undecided	Count	26	2	1	29
	% of Total	8.2%	0.6%	0.3%	9.2%
Agree	Count	198	15	3	216
	% of Total	62.7%	4.7%	0.9%	68.4%
Strongly agree	Count	40	2	1	43
	% of Total	12.7%	0.6%	0.3%	13.6%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q17 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	24	0	0	24
	% of Total	7.6%	0.0%	0.0%	7.6%
Disagree	Count	75	0	0	75
	% of Total	23.7%	0.0%	0.0%	23.7%
Undecided	Count	26	1	0	27
	% of Total	8.2%	0.3%	0.0%	8.5%
Agree	Count	125	15	11	151
	% of Total	39.6%	4.7%	3.5%	47.8%
Strongly agree	Count	34	3	2	39
	% of Total	10.8%	0.9%	0.6%	12.3%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q18 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	50	2	2	54
	% of Total	15.8%	0.6%	0.6%	17.1%
Disagree	Count	153	15	3	171
	% of Total	48.4%	4.7%	0.9%	54.1%
Undecided	Count	19	1	7	27
	% of Total	6.0%	0.3%	2.2%	8.5%
Agree	Count	42	1	1	44
	% of Total	13.3%	0.3%	0.3%	13.9%
Strongly agree	Count	20	0	0	20
	% of Total	6.3%	0.0%	0.0%	6.3%
Total	Count	284	19	13	316

% of Total	89.9%	6.0%	4.1%	100.0%
------------	-------	------	------	--------

Q19 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	6	1	0	7
	% of Total	1.9%	0.3%	0.0%	2.2%
Disagree	Count	25	1	1	27
	% of Total	7.9%	0.3%	0.3%	8.5%
Undecided	Count	40	1	5	46
	% of Total	12.7%	0.3%	1.6%	14.6%
Agree	Count	174	14	5	193
	% of Total	55.1%	4.4%	1.6%	61.1%
Strongly agree	Count	39	2	2	43
	% of Total	12.3%	0.6%	0.6%	13.6%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q20 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	2	1	0	3
	% of Total	0.6%	0.3%	0.0%	0.9%
Disagree	Count	27	4	0	31
	% of Total	8.5%	1.3%	0.0%	9.8%
Undecided	Count	30	1	0	31
	% of Total	9.5%	0.3%	0.0%	9.8%
Agree	Count	196	11	12	219
	% of Total	62.0%	3.5%	3.8%	69.3%
Strongly agree	Count	29	2	1	32
	% of Total	9.2%	0.6%	0.3%	10.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Means

Notes

Output Created		05-MAY-2020 10:26:35
Comments		
Input	Data	C:\Users\Sani\Documents\AISHA DATA.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	316
	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing. Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
	Cases Used	MEANS TABLES=Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 BY Respondents /CELLS MEAN STDDEV.
Syntax		
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\Sani\Documents\AISHA DATA.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Q11 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q12 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q13 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q14 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q15 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q16 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q17 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q18 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q19 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q20 * Respondents	316	100.0%	0	0.0%	316	100.0%

Report											
Respondents		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Teacher	Mean	2.31	3.79	3.87	3.93	3.90	3.90	3.25	2.40	3.76	3.79
	Std. Deviation	1.088	.819	.795	.697	.787	.747	1.211	1.147	.874	.779
Principal	Mean	4.05	4.26	4.11	3.05	4.05	4.00	4.11	2.05	3.79	3.47
	Std. Deviation	.970	.452	.315	1.129	.780	.471	.459	.621	.918	1.124
Supervisor	Mean	1.31	4.15	3.77	3.92	4.00	2.69	4.15	2.54	3.62	4.08
	Std. Deviation	.480	.376	.832	.494	.408	1.182	.376	.877	.870	.277
Total	Mean	2.38	3.83	3.88	3.87	3.91	3.85	3.34	2.38	3.75	3.78
	Std. Deviation	1.160	.798	.777	.749	.774	.791	1.185	1.114	.874	.794

Q21

Q21 * Respondents Crosstabulation					
		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	23	5	4	32
	% of Total	7.3%	1.6%	1.3%	10.1%
Disagree	Count	196	12	7	215
	% of Total	62.0%	3.8%	2.2%	68.0%
Q21 Undecided	Count	21	1	1	23
	% of Total	6.6%	0.3%	0.3%	7.3%
Agree	Count	32	1	1	34
	% of Total	10.1%	0.3%	0.3%	10.8%
Strongly agree	Count	12	0	0	12
	% of Total	3.8%	0.0%	0.0%	3.8%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q22 * Respondents Crosstabulation					
		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	2	0	0	2
	% of Total	0.6%	0.0%	0.0%	0.6%
Disagree	Count	18	0	0	18
	% of Total	5.7%	0.0%	0.0%	5.7%
Q22 Undecided	Count	30	5	0	35
	% of Total	9.5%	1.6%	0.0%	11.1%
Agree	Count	204	13	11	228
	% of Total	64.6%	4.1%	3.5%	72.2%
Strongly agree	Count	30	1	2	33
	% of Total	9.5%	0.3%	0.6%	10.4%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q23 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q23	Strongly disagree	Count	4	0	0	4
		% of Total	1.3%	0.0%	0.0%	1.3%
	Disagree	Count	26	0	0	26
		% of Total	8.2%	0.0%	0.0%	8.2%
	Undecided	Count	37	0	5	42
		% of Total	11.7%	0.0%	1.6%	13.3%
Agree	Count	182	18	5	205	
	% of Total	57.6%	5.7%	1.6%	64.9%	
Strongly agree	Count	35	1	3	39	
	% of Total	11.1%	0.3%	0.9%	12.3%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q24 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q24	Strongly disagree	Count	29	4	3	36
		% of Total	9.2%	1.3%	0.9%	11.4%
	Disagree	Count	162	9	7	178
		% of Total	51.3%	2.8%	2.2%	56.3%
	Undecided	Count	30	5	0	35
		% of Total	9.5%	1.6%	0.0%	11.1%
Agree	Count	53	1	2	56	
	% of Total	16.8%	0.3%	0.6%	17.7%	
Strongly agree	Count	10	0	1	11	
	% of Total	3.2%	0.0%	0.3%	3.5%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q25 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q25	Strongly disagree	Count	49	2	1	52
		% of Total	15.5%	0.6%	0.3%	16.5%
	Disagree	Count	164	10	12	186
		% of Total	51.9%	3.2%	3.8%	58.9%
	Undecided	Count	17	3	0	20
		% of Total	5.4%	0.9%	0.0%	6.3%
Agree	Count	36	3	0	39	
	% of Total	11.4%	0.9%	0.0%	12.3%	
Strongly agree	Count	18	1	0	19	
	% of Total	5.7%	0.3%	0.0%	6.0%	
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q26 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q26	Strongly disagree	Count	38	3	1	42
		% of Total	12.0%	0.9%	0.3%	13.3%
	Disagree	Count	175	9	12	196
		% of Total	55.4%	2.8%	3.8%	62.0%
	Undecided	Count	32	3	0	35
		% of Total	10.1%	0.9%	0.0%	11.1%
Agree	Count	31	3	0	34	
	% of Total	9.8%	0.9%	0.0%	10.7%	

	% of Total	9.8%	0.9%	0.0%	10.8%
Strongly agree	Count	8	1	0	9
	% of Total	2.5%	0.3%	0.0%	2.8%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q27 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	23	6	2	31
	% of Total	7.3%	1.9%	0.6%	9.8%
Disagree	Count	198	9	10	217
	% of Total	62.7%	2.8%	3.2%	68.7%
Undecided	Count	24	0	1	25
	% of Total	7.6%	0.0%	0.3%	7.9%
Agree	Count	29	3	0	32
	% of Total	9.2%	0.9%	0.0%	10.1%
Strongly agree	Count	10	1	0	11
	% of Total	3.2%	0.3%	0.0%	3.5%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q28 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	50	2	2	54
	% of Total	15.8%	0.6%	0.6%	17.1%
Disagree	Count	163	7	8	178
	% of Total	51.6%	2.2%	2.5%	56.3%
Undecided	Count	24	1	1	26
	% of Total	7.6%	0.3%	0.3%	8.2%
Agree	Count	35	6	1	42
	% of Total	11.1%	1.9%	0.3%	13.3%
Strongly agree	Count	12	3	1	16
	% of Total	3.8%	0.9%	0.3%	5.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q29 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	29	0	0	29
	% of Total	9.2%	0.0%	0.0%	9.2%
Disagree	Count	161	15	13	189
	% of Total	50.9%	4.7%	4.1%	59.8%
Undecided	Count	34	1	0	35
	% of Total	10.8%	0.3%	0.0%	11.1%
Agree	Count	53	0	0	53
	% of Total	16.8%	0.0%	0.0%	16.8%
Strongly agree	Count	7	3	0	10
	% of Total	2.2%	0.9%	0.0%	3.2%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q30 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	4	0	0	4
	% of Total	1.3%	0.0%	0.0%	1.3%
Disagree	Count	26	1	1	28
	% of Total	8.2%	0.3%	0.3%	8.9%
Undecided	Count	34	2	0	36
	% of Total	10.8%	0.6%	0.0%	11.4%
Agree	Count	184	15	9	208
	% of Total	58.2%	4.7%	2.8%	65.8%
Strongly agree	Count	36	1	3	40
	% of Total	11.4%	0.3%	0.9%	12.7%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Means

Notes

Output Created	05-MAY-2020 10:38:01		
Comments			
Input	Data	C:\Users\Sani\Documents\AISHA DATA.sav	
	Active Dataset	DataSet1	
	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
Missing Value Handling	N of Rows in Working Data File	316	
	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing. Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.	
Syntax	Cases Used	MEANS TABLES=Q21 Q22 Q23 Q24 Q25 Q26 Q27 Q28 Q29 Q30 BY Respondents /CELLS MEAN STDDEV.	
	Processor Time	00:00:00.02	
Resources	Elapsed Time	00:00:00.02	

[DataSet1] C:\Users\Sani\Documents\AISHA DATA.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Q21 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q22 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q23 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q24 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q25 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q26 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q27 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q28 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q29 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q30 * Respondents	316	100.0%	0	0.0%	316	100.0%

Report

Respondents		Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Teacher	Mean	2.35	3.85	3.77	2.48	2.33	2.28	2.31	2.28	2.46	3.78
	Std. Deviation	.933	.713	.834	1.021	1.098	.928	.892	1.029	.989	.833
Principal	Mean	1.89	3.79	4.05	2.16	2.53	2.47	2.16	3.05	2.53	3.84
	Std. Deviation	.737	.535	.229	.834	1.073	1.124	1.214	1.353	1.124	.602
Supervisor	Mean	1.92	4.15	3.85	2.31	1.92	1.92	1.92	2.31	2.00	4.08
	Std. Deviation	.862	.376	.801	1.251	.277	.277	.494	1.109	.000	.760
Total	Mean	2.30	3.86	3.79	2.46	2.33	2.28	2.29	2.33	2.45	3.80

Q31 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	36	0	1	37
	% of Total	11.4%	0.0%	0.3%	11.7%
Disagree	Count	164	19	10	193
	% of Total	51.9%	6.0%	3.2%	61.1%
Undecided	Count	34	0	1	35
	% of Total	10.8%	0.0%	0.3%	11.1%
Agree	Count	31	0	1	32
	% of Total	9.8%	0.0%	0.3%	10.1%
Strongly agree	Count	19	0	0	19
	% of Total	6.0%	0.0%	0.0%	6.0%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q32 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	15	4	1	20
	% of Total	4.7%	1.3%	0.3%	6.3%
Disagree	Count	43	2	0	45
	% of Total	13.6%	0.6%	0.0%	14.2%
Undecided	Count	40	3	3	46
	% of Total	12.7%	0.9%	0.9%	14.6%
Agree	Count	131	7	6	144
	% of Total	41.5%	2.2%	1.9%	45.6%
Strongly agree	Count	55	3	3	61
	% of Total	17.4%	0.9%	0.9%	19.3%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q33 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	5	2	1	8
	% of Total	1.6%	0.6%	0.3%	2.5%
Disagree	Count	31	3	4	38
	% of Total	9.8%	0.9%	1.3%	12.0%
Undecided	Count	19	4	0	23
	% of Total	6.0%	1.3%	0.0%	7.3%
Agree	Count	178	7	5	190
	% of Total	56.3%	2.2%	1.6%	60.1%
Strongly agree	Count	51	3	3	57
	% of Total	16.1%	0.9%	0.9%	18.0%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q34 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	32	6	0	38
	% of Total	10.1%	1.9%	0.0%	12.0%

Disagree	Count	189	4	8	201
	% of Total	59.8%	1.3%	2.5%	63.6%
Undecided	Count	24	3	1	28
	% of Total	7.6%	0.9%	0.3%	8.9%
Agree	Count	27	3	2	32
	% of Total	8.5%	0.9%	0.6%	10.1%
Strongly agree	Count	12	3	2	17
	% of Total	3.8%	0.9%	0.6%	5.4%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q35 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
0	Count	0	0	1	1
	% of Total	0.0%	0.0%	0.3%	0.3%
Strongly disagree	Count	40	5	0	45
	% of Total	12.7%	1.6%	0.0%	14.2%
Disagree	Count	180	8	2	190
	% of Total	57.0%	2.5%	0.6%	60.1%
Undecided	Count	20	1	3	24
	% of Total	6.3%	0.3%	0.9%	7.6%
Agree	Count	33	5	3	41
	% of Total	10.4%	1.6%	0.9%	13.0%
Strongly agree	Count	11	0	4	15
	% of Total	3.5%	0.0%	1.3%	4.7%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q36 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	42	3	2	47
	% of Total	13.3%	0.9%	0.6%	14.9%
Disagree	Count	134	13	11	158
	% of Total	42.4%	4.1%	3.5%	50.0%
Undecided	Count	36	0	0	36
	% of Total	11.4%	0.0%	0.0%	11.4%
Agree	Count	45	2	0	47
	% of Total	14.2%	0.6%	0.0%	14.9%
Strongly agree	Count	27	1	0	28
	% of Total	8.5%	0.3%	0.0%	8.9%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q37 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	4	0	1	5
	% of Total	1.3%	0.0%	0.3%	1.6%
Disagree	Count	37	0	3	40
	% of Total	11.7%	0.0%	0.9%	12.7%
Undecided	Count	24	2	4	30
	% of Total	7.6%	0.6%	1.3%	9.5%
Agree	Count	164	15	5	184
	% of Total	51.9%	4.7%	1.6%	58.2%
Strongly agree	Count	55	2	0	57
	% of Total	17.4%	0.6%	0.0%	18.0%
Total	Count	284	19	13	316

% of Total	89.9%	6.0%	4.1%	100.0%
------------	-------	------	------	--------

Q38 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	21	0	1	22
	% of Total	6.6%	0.0%	0.3%	7.0%
Disagree	Count	159	6	1	166
	% of Total	50.3%	1.9%	0.3%	52.5%
Undecided	Count	76	6	7	89
	% of Total	24.1%	1.9%	2.2%	28.2%
Agree	Count	21	6	4	31
	% of Total	6.6%	1.9%	1.3%	9.8%
Strongly agree	Count	7	1	0	8
	% of Total	2.2%	0.3%	0.0%	2.5%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q39 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	34	0	0	34
	% of Total	10.8%	0.0%	0.0%	10.8%
Disagree	Count	188	7	7	202
	% of Total	59.5%	2.2%	2.2%	63.9%
Undecided	Count	28	9	6	43
	% of Total	8.9%	2.8%	1.9%	13.6%
Agree	Count	32	0	0	32
	% of Total	10.1%	0.0%	0.0%	10.1%
Strongly agree	Count	2	3	0	5
	% of Total	0.6%	0.9%	0.0%	1.6%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q40 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	38	0	0	38
	% of Total	12.0%	0.0%	0.0%	12.0%
Disagree	Count	172	15	8	195
	% of Total	54.4%	4.7%	2.5%	61.7%
Undecided	Count	35	2	5	42
	% of Total	11.1%	0.6%	1.6%	13.3%
Agree	Count	31	2	0	33
	% of Total	9.8%	0.6%	0.0%	10.4%
Strongly agree	Count	8	0	0	8
	% of Total	2.5%	0.0%	0.0%	2.5%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Means

Notes

Output Created	05-MAY-2020 10:51:03	
Comments		
Input	Data	C:\Users\Sani\Documents\AISHA DATA.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	316
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing. Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
	Cases Used	MEANS TABLES=Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40 BY Respondents /CELLS MEAN STDDEV.
Syntax		
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\Sani\Documents\AISHA DATA.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Q31 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q32 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q33 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q34 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q35 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q36 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q37 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q38 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q39 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q40 * Respondents	316	100.0%	0	0.0%	316	100.0%

Report

Respondents		Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40
Teacher	Mean	2.41	3.59	3.84	2.29	2.28	2.58	3.81	2.42	2.23	2.29
	Std. Deviation	1.058	1.119	.905	.937	.975	1.196	.944	.830	.827	.930
Principal	Mean	2.00	3.16	3.32	2.63	2.32	2.21	4.00	3.11	2.95	2.32
	Std. Deviation	.000	1.425	1.250	1.499	1.157	1.032	.471	.937	1.026	.671
Supervisor	Mean	2.15	3.77	3.38	2.85	3.46	1.85	3.00	3.08	2.46	2.38
	Std. Deviation	.689	1.092	1.387	1.214	1.506	.376	1.000	.862	.519	.506
Total	Mean	2.38	3.57	3.79	2.33	2.33	2.53	3.78	2.48	2.28	2.30
	Std. Deviation	1.018	1.140	.960	.995	1.036	1.175	.938	.860	.846	.902

RQ 5

Q41 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	20	1	0	21
	% of Total	6.3%	0.3%	0.0%	6.6%
Disagree	Count	93	7	0	100
	% of Total	29.4%	2.2%	0.0%	31.6%
Undecided	Count	29	0	0	29
	% of Total	9.2%	0.0%	0.0%	9.2%
Agree	Count	105	9	11	125

	% of Total	33.2%	2.8%	3.5%	39.6%
Strongly agree	Count	37	2	2	41
	% of Total	11.7%	0.6%	0.6%	13.0%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q42 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	16	3	1	20
	% of Total	5.1%	0.9%	0.3%	6.3%
Disagree	Count	61	12	3	76
	% of Total	19.3%	3.8%	0.9%	24.1%
Undecided	Count	31	2	3	36
	% of Total	9.8%	0.6%	0.9%	11.4%
Agree	Count	133	2	3	138
	% of Total	42.1%	0.6%	0.9%	43.7%
Strongly agree	Count	43	0	3	46
	% of Total	13.6%	0.0%	0.9%	14.6%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q43 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	24	4	2	30
	% of Total	7.6%	1.3%	0.6%	9.5%
Disagree	Count	194	10	5	209
	% of Total	61.4%	3.2%	1.6%	66.1%
Undecided	Count	39	2	2	43
	% of Total	12.3%	0.6%	0.6%	13.6%
Agree	Count	23	2	3	28
	% of Total	7.3%	0.6%	0.9%	8.9%
Strongly agree	Count	4	1	1	6
	% of Total	1.3%	0.3%	0.3%	1.9%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q44 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	19	0	0	19
	% of Total	6.0%	0.0%	0.0%	6.0%
Disagree	Count	75	0	1	76
	% of Total	23.7%	0.0%	0.3%	24.1%
Undecided	Count	38	2	0	40
	% of Total	12.0%	0.6%	0.0%	12.7%
Agree	Count	122	14	10	146
	% of Total	38.6%	4.4%	3.2%	46.2%
Strongly agree	Count	30	3	2	35
	% of Total	9.5%	0.9%	0.6%	11.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q45 * Respondents Crosstabulation

		Respondents			Total
--	--	-------------	--	--	-------

		Teacher	Principal	Supervisor		
Q45	Strongly disagree	Count	44	0	0	44
		% of Total	13.9%	0.0%	0.0%	13.9%
	Disagree	Count	134	1	0	135
		% of Total	42.4%	0.3%	0.0%	42.7%
	Undecided	Count	31	3	4	38
		% of Total	9.8%	0.9%	1.3%	12.0%
	Agree	Count	56	12	9	77
		% of Total	17.7%	3.8%	2.8%	24.4%
	Strongly agree	Count	19	3	0	22
		% of Total	6.0%	0.9%	0.0%	7.0%
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q46 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q46	Strongly disagree	Count	3	0	0	3
		% of Total	0.9%	0.0%	0.0%	0.9%
	Disagree	Count	34	0	0	34
		% of Total	10.8%	0.0%	0.0%	10.8%
	Undecided	Count	34	1	1	36
		% of Total	10.8%	0.3%	0.3%	11.4%
	Agree	Count	174	16	12	202
		% of Total	55.1%	5.1%	3.8%	63.9%
	Strongly agree	Count	39	2	0	41
		% of Total	12.3%	0.6%	0.0%	13.0%
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q47 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q47	Strongly disagree	Count	23	6	2	31
		% of Total	7.3%	1.9%	0.6%	9.8%
	Disagree	Count	208	9	10	227
		% of Total	65.8%	2.8%	3.2%	71.8%
	Undecided	Count	22	0	1	23
		% of Total	7.0%	0.0%	0.3%	7.3%
	Agree	Count	22	3	0	25
		% of Total	7.0%	0.9%	0.0%	7.9%
	Strongly agree	Count	9	1	0	10
		% of Total	2.8%	0.3%	0.0%	3.2%
Total	Count	284	19	13	316	
	% of Total	89.9%	6.0%	4.1%	100.0%	

Q48 * Respondents Crosstabulation

		Respondents			Total	
		Teacher	Principal	Supervisor		
Q48	Strongly disagree	Count	1	0	0	1
		% of Total	0.3%	0.0%	0.0%	0.3%
	Disagree	Count	20	0	0	20
		% of Total	6.3%	0.0%	0.0%	6.3%
	Undecided	Count	43	0	1	44
		% of Total	13.6%	0.0%	0.3%	13.9%
	Agree	Count	186	18	10	214
		% of Total	58.9%	5.7%	3.2%	67.7%

Strongly agree	Count	34	1	2	37
	% of Total	10.8%	0.3%	0.6%	11.7%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q49 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	6	0	0	6
	% of Total	1.9%	0.0%	0.0%	1.9%
Disagree	Count	24	0	0	24
	% of Total	7.6%	0.0%	0.0%	7.6%
Q49 Undecided	Count	31	1	0	32
	% of Total	9.8%	0.3%	0.0%	10.1%
Agree	Count	190	17	11	218
	% of Total	60.1%	5.4%	3.5%	69.0%
Strongly agree	Count	33	1	2	36
	% of Total	10.4%	0.3%	0.6%	11.4%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q50 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	36	4	1	41
	% of Total	11.4%	1.3%	0.3%	13.0%
Disagree	Count	169	13	5	187
	% of Total	53.5%	4.1%	1.6%	59.2%
Q50 Undecided	Count	34	0	2	36
	% of Total	10.8%	0.0%	0.6%	11.4%
Agree	Count	31	1	4	36
	% of Total	9.8%	0.3%	1.3%	11.4%
Strongly agree	Count	14	1	1	16
	% of Total	4.4%	0.3%	0.3%	5.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

MEANS TABLES=Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 BY Respondents /CELLS MEAN STDDEV.

Means

Notes		
Output Created		05-MAY-2020 11:02:25
Comments		
Input	Data	C:\Users\Sani\Documents\AISHA DATA.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data	316
	File	
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing. Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
	Cases Used	MEANS TABLES=Q41 Q42 Q43 Q44 Q45 Q46 Q47 Q48 Q49 Q50 BY Respondents /CELLS MEAN STDDEV.
Syntax		

Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\Sani\Documents\AISHA DATA.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Q41 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q42 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q43 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q44 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q45 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q46 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q47 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q48 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q49 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q50 * Respondents	316	100.0%	0	0.0%	316	100.0%

Report

Respondents		Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50
Teacher	Mean	3.16	3.44	2.26	3.24	2.55	3.75	2.25	3.82	3.77	2.36
	Std. Deviation	1.216	1.150	.780	1.153	1.165	.877	.834	.744	.840	1.001
Principal	Mean	3.21	2.16	2.26	4.05	3.89	4.05	2.16	4.05	4.00	2.05
	Std. Deviation	1.228	.834	1.098	.524	.737	.405	1.214	.229	.333	.970
Supervisor	Mean	4.15	3.31	2.69	4.00	3.69	3.92	1.92	4.08	4.15	2.92
	Std. Deviation	.376	1.316	1.251	.707	.480	.277	.494	.494	.376	1.188
Total	Mean	3.21	3.36	2.28	3.32	2.68	3.77	2.23	3.84	3.80	2.36
	Std. Deviation	1.208	1.178	.826	1.134	1.186	.843	.850	.717	.808	1.013

RQ 6

Q51 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
		Strongly disagree	Count	36	
	% of Total	11.4%	0.9%	0.0%	12.3%
Disagree	Count	173	13	9	195
	% of Total	54.7%	4.1%	2.8%	61.7%
Q51 Undecided	Count	33	2	4	39
	% of Total	10.4%	0.6%	1.3%	12.3%
Agree	Count	33	1	0	34
	% of Total	10.4%	0.3%	0.0%	10.8%
Strongly agree	Count	9	0	0	9
	% of Total	2.8%	0.0%	0.0%	2.8%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q52 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
		Strongly disagree	Count	49	
	% of Total	15.5%	0.3%	1.3%	17.1%
Q52 Disagree	Count	160	9	6	175
	% of Total	50.6%	2.8%	1.9%	55.4%

Undecided	Count	24	2	1	27
	% of Total	7.6%	0.6%	0.3%	8.5%
Agree	Count	39	3	2	44
	% of Total	12.3%	0.9%	0.6%	13.9%
Strongly agree	Count	12	4	0	16
	% of Total	3.8%	1.3%	0.0%	5.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q53 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	36	3	0	39
	% of Total	11.4%	0.9%	0.0%	12.3%
Disagree	Count	173	13	9	195
	% of Total	54.7%	4.1%	2.8%	61.7%
Q53 Undecided	Count	33	2	4	39
	% of Total	10.4%	0.6%	1.3%	12.3%
Agree	Count	33	1	0	34
	% of Total	10.4%	0.3%	0.0%	10.8%
Strongly agree	Count	9	0	0	9
	% of Total	2.8%	0.0%	0.0%	2.8%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q54 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	46	2	0	48
	% of Total	14.6%	0.6%	0.0%	15.2%
Disagree	Count	128	5	4	137
	% of Total	40.5%	1.6%	1.3%	43.4%
Q54 Undecided	Count	39	1	0	40
	% of Total	12.3%	0.3%	0.0%	12.7%
Agree	Count	41	6	3	50
	% of Total	13.0%	1.9%	0.9%	15.8%
Strongly agree	Count	30	5	6	41
	% of Total	9.5%	1.6%	1.9%	13.0%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q55 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	43	3	2	48
	% of Total	13.6%	0.9%	0.6%	15.2%
Disagree	Count	132	12	6	150
	% of Total	41.8%	3.8%	1.9%	47.5%
Q55 Undecided	Count	43	2	2	47
	% of Total	13.6%	0.6%	0.6%	14.9%
Agree	Count	43	2	2	47
	% of Total	13.6%	0.6%	0.6%	14.9%
Strongly agree	Count	23	0	1	24
	% of Total	7.3%	0.0%	0.3%	7.6%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q56 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	48	2	3	53
	% of Total	15.2%	0.6%	0.9%	16.8%
Disagree	Count	111	12	8	131
	% of Total	35.1%	3.8%	2.5%	41.5%
Undecided	Count	46	2	0	48
	% of Total	14.6%	0.6%	0.0%	15.2%
Agree	Count	50	2	2	54
	% of Total	15.8%	0.6%	0.6%	17.1%
Strongly agree	Count	29	1	0	30
	% of Total	9.2%	0.3%	0.0%	9.5%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q57 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	39	0	1	40
	% of Total	12.3%	0.0%	0.3%	12.7%
Disagree	Count	120	7	5	132
	% of Total	38.0%	2.2%	1.6%	41.8%
Undecided	Count	51	7	2	60
	% of Total	16.1%	2.2%	0.6%	19.0%
Agree	Count	47	3	3	53
	% of Total	14.9%	0.9%	0.9%	16.8%
Strongly agree	Count	27	2	2	31
	% of Total	8.5%	0.6%	0.6%	9.8%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q58 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	45	0	1	46
	% of Total	14.2%	0.0%	0.3%	14.6%
Disagree	Count	135	19	8	162
	% of Total	42.7%	6.0%	2.5%	51.3%
Undecided	Count	37	0	1	38
	% of Total	11.7%	0.0%	0.3%	12.0%
Agree	Count	50	0	2	52
	% of Total	15.8%	0.0%	0.6%	16.5%
Strongly agree	Count	17	0	1	18
	% of Total	5.4%	0.0%	0.3%	5.7%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q59 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	37	2	4	43
	% of Total	11.7%	0.6%	1.3%	13.6%
Disagree	Count	101	10	5	116
	% of Total	32.0%	3.2%	1.6%	36.7%
Undecided	Count	49	2	2	53

	% of Total	15.5%	0.6%	0.6%	16.8%
Agree	Count	64	3	2	69
	% of Total	20.3%	0.9%	0.6%	21.8%
Strongly agree	Count	33	2	0	35
	% of Total	10.4%	0.6%	0.0%	11.1%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

Q60 * Respondents Crosstabulation

		Respondents			Total
		Teacher	Principal	Supervisor	
Strongly disagree	Count	6	3	3	12
	% of Total	1.9%	0.9%	0.9%	3.8%
Disagree	Count	38	5	5	48
	% of Total	12.0%	1.6%	1.6%	15.2%
Q60 Undecided	Count	30	1	1	32
	% of Total	9.5%	0.3%	0.3%	10.1%
Agree	Count	152	8	3	163
	% of Total	48.1%	2.5%	0.9%	51.6%
Strongly agree	Count	58	2	1	61
	% of Total	18.4%	0.6%	0.3%	19.3%
Total	Count	284	19	13	316
	% of Total	89.9%	6.0%	4.1%	100.0%

MEANS TABLES=Q51 Q52 Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q60 BY Respondents
/CELLS MEAN STDDEV.

Means

Notes

Output Created	05-MAY-2020 11:11:24	
Comments		
Input	Data	C:\Users\Sani\Documents\AISHA DATA.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	316
Missing Value Handling	Definition of Missing	For each dependent variable in a table, user-defined missing values for the dependent and all grouping variables are treated as missing.
	Cases Used	Cases used for each table have no missing values in any independent variable, and not all dependent variables have missing values.
Syntax	MEANS TABLES=Q51 Q52 Q53 Q54 Q55 Q56 Q57 Q58 Q59 Q60 BY Respondents /CELLS MEAN STDDEV.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

[DataSet1] C:\Users\Sani\Documents\AISHA DATA.sav

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Q51 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q52 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q53 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q54 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q55 * Respondents	316	100.0%	0	0.0%	316	100.0%

Q56 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q57 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q58 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q59 * Respondents	316	100.0%	0	0.0%	316	100.0%
Q60 * Respondents	316	100.0%	0	0.0%	316	100.0%

		Report									
Respondents		Q51	Q52	Q53	Q54	Q55	Q56	Q57	Q58	Q59	Q60
Teacher	Mean	2.32	2.31	2.32	2.58	2.55	2.65	2.66	2.50	2.84	3.77
	Std. Deviation	.946	1.045	.946	1.223	1.159	1.239	1.186	1.133	1.244	.992
Principal	Mean	2.05	3.00	2.05	3.37	2.16	2.37	3.00	2.00	2.63	3.05
	Std. Deviation	.705	1.333	.705	1.422	.834	1.012	1.000	.000	1.212	1.353
Supervisor	Mean	2.31	2.08	2.31	3.85	2.54	2.08	3.00	2.54	2.15	2.54
	Std. Deviation	.480	1.038	.480	1.345	1.198	.954	1.291	1.127	1.068	1.330
Total	Mean	2.30	2.34	2.30	2.68	2.52	2.61	2.69	2.47	2.80	3.67
	Std. Deviation	.920	1.074	.920	1.273	1.145	1.220	1.181	1.102	1.240	1.068

ANOVA

Dept					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	153.179	2	76.589	5.698	.004
Within Groups	4206.957	313	13.441		
Total	4360.136	315			

Dept

Scheffe		
Factor	N	Subset for alpha = 0.05
		1 2
Principals	19	32.84
Teachers	284	34.23
Supervisors	13	37.23
Sig.		.447 1.000

	N	Mean Scores	St. Dev.
Management Staff	19	35.70	6.51
Teaching Staff	284	29.51	5.55
Non-teaching staff	13	30.01	3.10

HYPOTHESIS II

ANOVA

Dept					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	83.856	2	41.928	4.979	.007
Within Groups	2635.942	313	8.422		
Total	2719.797	315			

HYPOTHESIS III

ANOVA

Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	35.884	2	17.942	1.587	.206
Within Groups	3539.053	313	11.307		
Total	3574.937	315			

HYPOTHESIS IV

ANOVA

Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.309	2	3.154	.350	.705
Within Groups	2824.739	313	9.025		
Total	2831.047	315			

HYPOTHESIS V

ANOVA

Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	246.288	2	123.144	14.183	.000
Within Groups	2717.721	313	8.683		
Total	2964.009	315			

HYPOTHESIS VI

ANOVA

Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.780	2	12.890	.876	.417
Within Groups	4604.179	313	14.710		
Total	4629.959	315			

ANOVA

Dept	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	153.179	2	76.589	5.698	.004
Within Groups	4206.957	313	13.441		
Total	4360.136	315			

Dept

Scheffe	N	Subset for alpha = 0.05
		1 2
Principals	19	32.84

Teachers	284	34.23	
Supervisors	13		37.23
Sig.		.447	1.000

	N	Mean Scores	St. Dev.
Management Staff	19	35.70	6.51
Teaching Staff	284	29.51	5.55
Non-teaching staff	13	30.01	3.10

HYPOTHESIS II

ANOVA					
Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	83.856	2	41.928	4.979	.007
Within Groups	2635.942	313	8.422		
Total	2719.797	315			

HYPOTHESIS III

ANOVA					
Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	35.884	2	17.942	1.587	.206
Within Groups	3539.053	313	11.307		
Total	3574.937	315			

HYPOTHESIS IV

ANOVA					
Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.309	2	3.154	.350	.705
Within Groups	2824.739	313	9.025		
Total	2831.047	315			

HYPOTHESIS V

ANOVA					
Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	246.288	2	123.144	14.183	.000
Within Groups	2717.721	313	8.683		
Total	2964.009	315			

HYPOTHESIS VI

ANOVA					
Dept	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.780	2	12.890	.876	.417
Within Groups	4604.179	313	14.710		
Total	4629.959	315			