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RESEARCH ARTICLE

ORGANIZATIONAL LEADERSHIP AND CLIMATE: THE IMPACT ON AGRICULTURAL SCIENCE TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN SOUTHERN CROSS RIVER STATE, NIGERIA

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Abstract:

This study was conducted to investigate the influence of organizational climate on agricultural science teachers' performance in secondary schools in southern Cross River State of Nigeria. The sample comprised 300 teachers randomly selected from 27 secondary schools in the study area. Four null hypotheses which were tested at 0.05 level of significance were formulated to guide the study. Two research instruments, Organizational Climate Questionnaire (OCQ) and Agricultural Science Teachers' Performance Questionnaire (ASTPQ) were used to collect data for the study. The data were analyzed with the use of One-Way Analysis of Variance (ANOVA). The major findings were that the following indices of school's organizational climate including principals' motivations, agricultural science teacher's involvement in schools' decision making process, and Principal's leadership behaviour did not significantly influence agricultural science teacher's teaching performance. The factor that most influenced agricultural science teacher's teaching performance was the interpersonal relationship between principal and agricultural science teachers. Based on these findings, it was recommended among others, that the Cross River State Ministry of Education and the Secondary Education Board should organize seminar and workshop for principals and agricultural science teachers to enlighten them on the importance of maintaining cordial interpersonal relationship in teachers' teaching performance.

Key words: Organizational climate, Teachers' teaching performance, Interpersonal relationship, Secondary school, Motivation, Leadership behavior

Introduction

The goal of secondary education in Nigeria as entrenched in the National Policy in Education (Federal Government of Nigeria (FGN), 2004) is to prepare children for useful living in the society. In other words, secondary schools are established and maintained to help assure a productive and competent citizenry. Students who graduate from secondary school are expected to acquire valuable level of knowledge and skills that can be tested. When this is done, then education will be of high quality. Where students do not acquire tested and functional knowledge and skills, such education may be regarded as low quality. This is because the products will not be socially useful neither to themselves nor to the society.

In Cross River State, Nigeria the level of academic performance by students in Agricultural Science has really declined. For instance, in the past, Agricultural Science products from secondary schools were well equipped with adequate and functional skills in major aspects of agriculture including crop production, animal production, forestry, fisheries etc. With this, they were employable and self reliant in the world of work. Today, students of agriculture in this level of education graduate with little or no practical skills and experience in any facet of agriculture. Besides, a score of 50% was a past mark in the subject. Nowadays, it is 40%. This implies that today's student in the secondary school could not meet the previous level of academic performance. Hence schools have to lower the standard for the students. To address this downward trend in standard of education and to improve academic performance of students in Agriculture in public examinations, Government directed the recruitment and posting of more highly qualified Agricultural Science teachers to secondary schools. Government did not only

provide students in examinations classes (Junior secondary III and Senior Secondary III) seats and textbooks at subsidized rate but also registered and paid their examination fees for Junior/ Senior School Certificate Examination.

These laudable efforts do not seem to yield expected dividends. The continuing poor performance of students in public examinations including Junior and Senior School Certificate Examinations has given rise to speculations in Nigeria in general and Cross River State in particular, about the likely causes of this downward trend in the education industry. Studies by Oluchukwu (2008) has revealed that besides negative attitude exhibited by students towards academic works in schools, lack of commitment as well as nonchalant attitude to work by agricultural science teachers resulting in low productivity are major associated factors in this regard. To make ends meet, teachers are involved in other business ventures. When this happens, teachers of agriculture in such role run into conflicts and divided loyalty in their primary and professional practice as teachers. This puts teachers' productivity on the decline due to competing demands from other sectors. This adversely affects the productivity and consequently contributes to the fall in the standard of education.

To checkmate these excesses, the disposition of the school administrator becomes very pertinent. In influencing the organizational climate of the school, no other individuals have potentials as powerful as the school principal. The principal has a role to create the organizational climate that will positively impact on every member of the school community especially the teachers. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters development and learning among the school inmates. This is necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

- i. Norms, values and expectations that support people feeling socially, emotionally and physically safe.
- ii. People are engaged and respected.
- iii. Students, families and educators work together to develop, live and contribute to a shared school vision.
- iv. Educators' model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- v. Each person contributes to the operations of the school and the care of the physical environment (National Schools Climate Council (NSCC), 2012: 23).

There are four major areas of focus in school climate. These include: **safety, relationships, teaching and learning** and the **external environment**. School climate dictates quality and character of school life. The type of climate which develops in the school is dictated to a considerable degree by the principal. An open climate according to Hoy and Miskel (2009) is said to have a humanistic orientation based on democratic principles with an open channel for two way communication. It gives room for meaningful and beneficial social relations thereby producing students who are ambitious and teachers who are committed to teaching. Closed school climate on the other hand is characterized by concealing, confining and restricting atmosphere which is always identified with autocratic principles. This setting is very rigid and highly controlled and mainly concerned with maintenance of order and closed student control. While the open climate encourages healthy student-student and staff-student interaction, the closed climate inhibits student participation both at the classroom and school level.

Denga (2002) identified two types of school organizational climate. These are, cool-conducive and negative environment. A cool-conducive environment is characterized by increased job satisfaction, low tension, high staff morale, high productivity and high self involvement in the work place. Negative environment on the other hand, does not encourage students, is authoritarian and seems very distant producing negative feelings in the students and teachers about school. In a typical secondary school, what constitutes the performance of staff is the total task assigned to him. Oluchukwu (2008) opines that productivity occurs when organizational climate which he described as 'MAN' which includes man, money and materials is introduced. Therefore, understanding human behavior and channeling it positively can enhance productivity and consequently improve job performance. In the school setting therefore, the principal is expected to see that conducive climate is created and maintained. This will enhance the performance of teachers. The author is of the view that every organization must strive towards high productivity. He highlighted the factors that make an organizations' climate to include the organizational structure, the organizational leadership, the reward and incentives systems, the relationship between employees and their job and the use of modern time and energy saving technology and techniques. In ensuring high productivity among school staff personnel, Ojedele (2000) stated that input into the school system such as students, teachers, school plant, educational policies, resources provision, effective planning of school plant, maintenance culture and application of modern strategies to school plant maintenance have to be given utmost considerations as these have the tendencies of improving the quality of output performances of students and teachers.

The ability of secondary school administrator to achieve high and effective staff performance has to do with his concern for employee's resourcefulness, his ability to provide all necessary school resources and the effective management. It also involves his ability to have emotional feelings to his subordinate and allowing workers to derive enjoyment from their social relationship in the school. Teachers treasure a sense of belonging to their organization and would resent any effort on the part of management to perceive and treat them only as agents of production. As long as agricultural science teachers feel that they do not belong, there is the tendency for them not to have full sense of commitment and dedications. This may adversely affect their productivity and consequently, student's academic performance. It is a well known fact that if our educational system is to achieve its goals, the plight of teachers must be taken into consideration by the school principals who set the tone of the school organizational climate. It is pertinent for him to address such issues as security, job satisfaction, training, motivation, interpersonal relationship, remuneration and condition of service, staff welfare among other issues. It is against this background that this study sought to investigate the influence of organizational climate on agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.

Statement of the problem

In Nigeria, agriculture in junior Secondary School level, is referred to as Practical Agriculture and is offered as a pre-vocational subject while in Senior Secondary School, it is referred to as Agricultural Science and is one of the compulsory elective vocational subjects. The basic objectives of Agriculture at the secondary school level in Nigeria are:

- i. To stimulate and sustain students' interest in agriculture.
- ii. To enable students acquire basic knowledge and practical skills in agriculture.
- iii. To prepare students for further studies in agriculture.
- iv. To prepare students for occupation in agriculture (Ben, 2011:5)

In furtherance of these objectives, the curriculum content of senior secondary agriculture is designed on the basis of three conceptual frames: (a) concept of production, (b) concept of protection, and (c) concept of economics. In addition, specific topics related to these basic concepts are structured into the following six units: basic concepts, crop production, animal production, agricultural ecology, agricultural engineering, agricultural economics and extension. A unique feature of the structure of the senior secondary school curriculum in agriculture is that contents at this level synchronize those of junior secondary school level. However, at the senior level, the contents are dealt with at a wider scope. Emphasis is laid on acquisition of practical skills. Schools offering Agricultural Science at senior secondary school level are expected to set out a piece of land where the students acquire skills in practical farm work. Such schools are also expected to operate two livestock production enterprises, each of a monogastric and ruminant species.

To achieve the aims of Agriculture at secondary school level, the government has mounted both Nigerian Certificate of Education (NCE) and Degree programmes in Agricultural Education in Colleges of Education and Universities respectively in the country. Agricultural Science teachers from these institutions, which are certified professionally and technically competent are recruited and deployed as teachers of agriculture in secondary schools.

Ben (2001) in a related study revealed that agricultural science teachers in secondary schools in Nigeria seem no longer efficient and productive. Their output has been observed to be low. This does not only pose a serious problem to the school administrators but the entire education system. Agricultural science teachers do not seem to make optimal use of the time available for them to impart necessary skills, knowledge and attitudes to students. Many serving teachers engage in other businesses such as part time farming, trading, event management, and fashion designing to earn a living while giving spatial commitment to their primary teaching job. Apart from the need to serve as an alternative means of subsistence due to poor enumeration, this nonchalant attitude to teaching, could be associated with the organizational climate of the school. There seems to be an optimal relationship between teachers' teaching performance and school's organizational climate.

Purpose of the study

The purpose of this study was to find out the influence of organizational climate on agricultural science teachers' performance in Cross River State, Nigeria. Specifically, the study sought:

- (1) To find out whether motivation of teachers by principals influences agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.
- (2) To find out whether agricultural science teachers' involvement in school decision making influence their teaching performance in secondary schools in southern Cross River State of Nigeria.

- (3) To find out whether principal's leadership behaviour influences agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.
- (4) To find out whether principals' inter-personal relationship with agricultural science teachers influences agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.

Statement of hypotheses

The following hypotheses were postulated to guide the study:

- i. Principal's motivation does not significantly influence agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.
- ii. Involvement in school decision making does not significantly influence agricultural science teacher's teaching performance in secondary schools in southern Cross River State of Nigeria.
- iii. Leadership behaviours of principals do not significantly influence agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.
- iv. Interpersonal relationship between principal and agricultural science teachers does not significantly influence agricultural science teachers' teaching performance in secondary schools in southern Cross River State of Nigeria.

Literature review

Motivation of teachers by principals and teachers' teaching performance

To achieve school objectives, the head has to arouse, encourage and sustain the desire to work or learn by staff and pupils. To motivate a person to do work means to encourage him to do desirable things for the organization. It also means attempt made by organizational leaders to cause the employee in the organization to put up positive works behaviour to enhance the maximization of production. Ojodele (2002) defined motivation as the driving force that energizes a worker to show more commitment to work and improve his productivity. This according to him is in form of incentives such as increased salary, transport, and recreational facilities, free medical services, regular and prompt payment of salaries and provision of all necessary school facilities which will reduce frequent industrial actions. He advised that school administrators as a way of enhancing the productivity of school staff personnel should ensure that school staffs are well motivated towards high performance.

Okure (2000) stressed that to motivated and involve teachers to function effectively, the heads must do everything within their powers to satisfy their deficiency. It is in this direction, that he opined that effective planning must be done to ensure effective teaching. This according to him implies the provision of acceptable teaching methods: effective class size and adequate staff- student ratio that will ensure individualized teaching without increasing cost. Productive teaching can only occur where the teacher is effective. Harrap (2006) in a related study found out that poor or inadequate morale is caused by inadequate salaries, large classes, poor administration, poor accommodation, lack of teaching materials and equipment, absence of democratic procedures, lack of co-operation between Board of Education and public, improvised social facilities, over loading of democratic leadership, unwillingness to support the school system and unwillingness to pay. He pointed out that provision of adequate instructional materials, adequate and qualified teachers, less work load, democratic leadership style, high salaries to mention but a few can raise the morale of teachers and increase their performance.

Teachers' involvement in school decision making and teaching performance

An organization (school) is efficient and effective only when members participate in decision making. Decision making is a major responsibility of all in administration. It is the process of choosing from among alternative causes of action. It is also a process, by which decisions not only are arrived at, but also implemented. Undie (2003) opined that a decision is the result of deliberation, calculation and thoughtful response to internal and external conditions of the environment.

Payne and Cooper (1980) assert that schools do have influence on the values and attributes of staff and students and that the strength of the influence varies from school to school. He also said that workers are happy and willing to work when allowed to take part in matters that affect them and that workers' participation in decision making did appreciably reduce feelings of alienation and increased performance. Adaralegbe (2000) opined that a principal is expected to share decision-making with his teachers. Sometimes most autocratic oriented principals take decisions alone. By doing so, he added, they catch up with the problems at the implementing stages when teachers become relevant to implement them. However, when a principal fails to provide teachers with needed curriculum materials and other resources and fails to recognize initiative, the teacher's perception of his role is bound to be poor

and this will affect their performance. In a situation where decision making is shared between the principal and the teachers, there will be a better climate for teachers to contribute their best to enhance their performance.

In a study conducted by Undie (2003) in a typical Nigerian school, it was found out that when principals and teachers jointly discussed proposed curriculum innovations, teachers' productivity increased and the resistance to change decreases as those procedures were initiated. This study indicates that teachers' participation is positively related to task motivation. Adaralegbe (2000) shared this view by saying that participation of subordinates in decision making has a positive effect on subordinate work behaviour. Holdaway (2000) discovered that lack of opportunities to participate in decision making was the greatest sources of teachers' dissatisfaction. If the workers were involved in making decision they would be more efficient and this will enable the organization to make use of the combined knowledge and experience of its members to achieve the school organizational goals.

Principals and teachers will gain to some degree if they work together collaboratively with mutual respect and co-operation. In a research conducted by Ryan (2009) in which 400 teachers in a school district were surveyed. Teachers were asked to rate the extent they wanted to be involved in various decision making activities. It was noted that when making decisions on such matters like curriculum change, teaching load, teaching resources, learning and teaching equipment in schools, teachers should not be left out. Majority of teachers have the feeling that they are deprived of participation in school decision making. As a result, they have no say in professional matters that affect them and their work. This situation has probably been the root cause of teachers' dissatisfactions with the principals and the action is responsible for the low productivity of teachers in recent years.

Principal's leadership behaviour and teachers' teaching performance

Leadership as applied to the school administration refers to the behavior of the principal as perceived by others. The principals' leadership behaviour perceived by teachers has direct effect not only on teachers' teaching performance but also on the attainment of the schools' goals. Leadership behaviour is an important factor which facilitates teacher's performance. Principal's leadership dispositions have direct positive impact on teachers' attitude to work and in their productive level. Example, by praising and giving credit as at when due, supporting the teachers in conflict with students and parents and catering for teachers' welfare by principals will provide encouragement and motivation.

House (2001) defined leadership as the relationship between an individual and a group built around some common interest within the group behaviour in a manner directed or determined by the leader. The leader, he stressed, becomes the interpreter of the interest and objectives of the group as the group in turn recognizes and accepts the interpreter as its spokesperson. He views leadership in a school setting as the result of the way the principals use themselves to create a school climate that is characterized by staff productivity and creative thought. Here leadership is an interactive process between the leader and the members of the group. The type of interaction between them according to him is responsible for the success or failure of the organization. Different leaders employ different styles of leadership; autocratic, democracy, and *laissez-faire*. For increase in productivity and satisfaction of all concerned, the principal must adopt a particular style of leadership or a blend of some of the styles.

House (p.35) found that styles of leadership that focuses on initiating structure were most valuable with task that were stressful or dissatisfying, while the consideration styles were most appropriate for task that were clear and routine in nature. The styles high in initiating structure were also related to high productivity but tended to generate higher employee grievance rate and turnover. The consideration styles by contrast have been associated with satisfied subordinate. The author however, pointed out that principal' leadership behaviours that are high both in consideration and initiating structure which also results in high satisfaction and performance among school teachers, in all it senses could be one of the best predictors of teachers performance which in turn enhances achievement of organization's goals.

Holdaway (2006) discovered a definite relationship between principal's behaviour and teachers' behaviour. He noted that administration can play an important role in establishing a healthy climate by modeling actions they wish to see other staff and students develop. This is done by visiting classroom often, holding discussions with students and being visible and accessible. Others include holding conferences with teachers, and delivering positive feedback to staff. In his study of two New York City schools, Miller found that important differences in pupils' learning can occur between schools with identical faculties, staff and low income student enrolment. The findings of that study indicate that the differences in pupils reading achievement in the two schools were primarily attributable to administrative policies behaviour, procedures and practices.

According to Essiere (2001), the part of the leader in contrast to *laissez-faire* and authoritarian behaviour, result in more positive attitudes towards leader, a high degree of acceptance of change, lower absentees rates and higher productivity. Essiere (P.35) concluded that there are some evidence to show that the relationship of initiating structure (task oriented) dimension is greater than that of consideration dimension but each is related to productivity

as measured, as well as being jointly related. In their study of principal's leadership styles on students' classroom learning, the leadership behaviour of the principal was significantly related to learning and performance in school. According to them, there were significant correlations between learning achievement and each of the variables. To them, a significant relationship existed between principals, staff, and students' attitude towards learning.

Uchendu (2003) pointed out that teachers tend to work or perform their work effectively under a principal who show democratic behaviour. This is because a democratic principal creates conducive atmosphere or social climate where people are happy and cooperative. When people are happy and satisfied, they do their work and do it very well.

Researchers have identified administrators as "Climate determiners". Lasley and Wayson (2002) observed that leadership style is significantly related to the achievement of followers; that leadership style of the principal as perceived by his staff was significantly related to the productive level of the school and that morale of the staff of a school was related to their productivity (performance). This is a clear indication of the principals' role in ensuring that the school's objectives are attained. Ozigi (2007) contends that the spirit and purpose of a school reflect to a great extent, the personality of the administrator and his staff. The school work revolves around the administrator who can make the school. His sense of commitment in creating conducive environment will lead to positive and good result.

Interpersonal relationship between principal, students and teacher's teaching performance.

Interpersonal relationship came into the being as a result of the Human Relationship Movement which started in the 1930's and continued into the 50's. Its focus was people and their relationship in organization. Its approach is employee – centered and it believes that increased performance occurs when the basic human needs are given due consideration by the employer. Another integral part to the Human Relations theme was the interest in group dynamic and interpersonal relations in small groups. The emphasis was on meeting the psychological needs of workers as a motivating force. Ogim (2002) viewed interpersonal and group relationship as harmonious means of socialization and process of interacting and communicating one's feelings and freely with those within and among one's work group. Hoy and Miskel (2009) believed that the problem in all organizations was in developing and maintaining dynamic and harmonious relationship. In this regard, principals of school who relate well with their teachers will yield positive result since this will spur them to work hard to improve the academic performance of their students. According to Edem (2003), an information relationship of the workers at work enhances group solidarity. Group solidarity is bond of group membership strengthened by the cooperation and collective action of its members. Principals need to spur their teachers to effective teaching and learning process that will result to high level of academic performance of students. To add to this, Hoy and Miskel (2002) explained that interpersonal relationship was seen as a factor for efficiency of workers' productivity. The result showed that workers who were given more care and attention by their managers were allowed freedom to talk while at work in a more relaxed and informal atmosphere and those rewarded and praised had more productivity capacity because they saw themselves committed and involved in their job.

Peretomode (2009) identified the aims of interpersonal relationship as a means of helping members in times of difficulties, to assist with the cost of burial and other ceremonies, to settle quarrels between workers, to advise the new and younger members. According to him, teachers fit into this kind of informal groups by establishing staff welfare scheme where members who lose their love ones are visited with a purse and those who deliver babies or marry are also visited for the purpose of merriment then. Supporting the above view, Breunan (2004) identified the source of interpersonal relationship to include interaction, mutual respect, trust, accommodation, sharing and communication of feelings. Obeameata, (2004) observed that interpersonal relationship also exist outside school. For instance, when a teacher has a problem during holiday period, such as loss of one's parents, the information goes round and the teachers quickly visit the person. The same happens when there is an occasion that calls for merriment.

The approach of relation to management was also viewed by Mayo (2004) in a series of experiments out at the Hawthorn plant (2004 to 2007) to study the effect of light on productivity. Result showed that increase in productivity rate did not correspond with increase in lighting. In each of the three experiments, the productivity of the workers increases showing no relationship between the lighting and the output. Instead of productivity going down when the intensity of the lighting was reduced, it went up. In a relay assembly Test Room Experiment, the researcher picked six women from the assembly line and segregated them from the rest of the factory workers. They were put under the eye of a supervisor who was friendlier than a disciplinarian. Mayo made frequent changes in working conditions and explaining the changes in advance. The workers output increase was independent of any change in rest, pauses or working hours. Production was not related to any specific experiment change rather increased in output was due to economic, social and psychological changes.

The result of the experiment showed that six individuals became a team and co-operated whole heartedly in the experiment. They participated freely and were happy since they were working without coercion from above or limitation from below. The researcher discovered that the workers were not motivated solely by financial consideration as was stated by F. W. Taylor's theory but by social and psychological factors. The workers talked, joked and began to meet socially outside work. Having secured the cooperation and loyalty of the workers, Mayor explained that the productivity rose when he took away their breaks. Mayor saw clearly in the later part of Hawthorn studies the power of social setting and peer group dynamism. The fourteen men, who took part in similar study, restricted production because they were distrustful of the goals of the project. In the bank wiring study, the group had developed an informal social structure with norms and value and sentiments that affects performance.

Nevertheless, Hawthorne experiment has shown the need for recognition, security and sense of belonging as an important factor for determining workers moral and performance in the physical conditions under which they work. Besides, informal groups with the work plant exercise strong social controls over the work habits and attitudes or the individual workers. The theory is mostly concerned with the way of improving the moral of workers not necessarily with monetary incentives but with praise and informal relationship, better leadership, efficient communication, participation in decision making, team work and so forth. If workers are happy, their performance will go up.

Denga, (2002) pointed out that any administrators who do not accommodate interaction with subordinates and student groups do not enjoy cordial healthy organization climate and as such do not derive the best out of them. The importance of social interaction in work and how it affects output of workers cannot be overemphasized. Ibukun (2008) pointed out that, social interaction with workers may also reduce their output. In other words the goals of eliminating non productive activity are at the expense of the productivity goals. This seems to suggest that in order to increase performance, administrator would have to allow or even encourage seemingly unproductive behaviour.

Methodology

Survey research design was used for the survey. The area of the study was southern Cross River State of Nigeria. Cross River is one of the 36 states of the Federal Republic of Nigeria. The southern part of Cross River State is located between latitude 4° 55' and 5° 45N and between longitude 8° 00 and 8° 36'E of the Greenwich meridian. The population of the study comprised teachers and students in all the public secondary schools in the Southern Cross River State. The population consisted of 831 teachers and 6,997 students from 73 secondary schools in the study area. A total of 300 agricultural Science teachers and 1,200 students were randomly selected for the study

The instrument used in data collection was the Organizational Climate Questionnaire (OCQ) and Teachers' Performance Questionnaire (TPQ) designed by the researcher. The Organizational Climate Questionnaire (OCQ) was designed for the teachers to comment on the school organizational climate as it affects their work performance while Teachers Performance Questionnaire was structured for the students to access the teachers in relation to their teaching performance. The instrument was divided into two parts, 1 and 2. Part 1 focused on demographic variables where information on status, academic qualification teaching experience, class and age of subjects were elicited. Part 2 was divided into 2 sections. Section A contained 36 items structured to obtain information on school organizational climate while Section B which contained 24 items focused on teachers' teaching performance. The reliability of the instrument was established through pilot test. This on Cronbach Coefficient Alpha method yielded reliability coefficient of 0.81 – 0.85 and 0.74 to 0.81 for Organizational Climate Questionnaire (OCQ) and Teachers Teaching Performance Questionnaire (TPQ) respectively. This indicated that the instrument was reliable. The questionnaires were administered to respondents in the sampled schools by the researcher assisted by trained research assistants. One Way Analysis of variance (ANOVA) was the statistical tool used to analyze data aimed at testing the hypotheses of the study.

Presentation of results

Hypothesis One

Principal's motivations do not significantly influence agricultural science teachers' teaching performance in Southern Cross River State, Nigeria

The level of motivation of teachers by the principal was categorized into three levels – low, moderate and high by using their responses in the Organizational Climate Questionnaire. The One Way Analysis of variance (ANOVA) statistical technique was then employed to analyze data to test for significance and results are presented in Tables1 and 2.

TABLE 1: Mean and standard deviation of influence of Principal's motivation on agricultural science teachers' teaching performance in Southern Cross River State, Nigeria

Teacher's Performance	Category	n	X	SD
Classroom Management	High	70	19.81	2.77
	Moderate	126	19.93	2.40
	Low	104	19.57	2.79
	Total	300	19.78	2.62
Principal's Motivation of Teachers	High	70	19.36	2.05
	Moderate	126	19.21	2.50
	Low	104	19.11	2.59
	Total	300	19.21	2.43
Instructional Method/Material usage	High	70	16.00	2.92
	Moderate	126	16.27	2.96
	Low	104	15.61	2.92
	Total	300	15.98	2.94
Class assessment	High	70	19.60	2.04
	Moderate	126	18.85	2.72
	Low	104	18.72	2.95
	Total	300	18.88	2.68
Total teachers' performance	High	70	74.34	8.27
	Moderate	126	74.26	8.95
	Low	104	73.02	9.88
	Total	300	73.85	9.12

Results in Table 2 show that the calculated F- ratios for all agricultural science teachers' teaching performance indices (classroom management -0.54; principals' motivation-0.22; instructional method/material usage-1.41; class assessment- 0.49) were less than the critical F – ratio of 3.02 at 0.05 level of significance with 2 and 297 degree of freedom. This implied that there was no significant influence of level of the principals' motivation on teachers' teaching performance. The null hypothesis was therefore accepted.

Hypothesis Two

Involvement in school decision making does not significantly influence agricultural science teacher's teaching performance in Southern Cross River State, Nigeria

The independent variable in this hypothesis is teachers' involvement in decision making by the principal while the dependent variable is teachers' performance. To test this hypothesis, teachers' involvement in decision making was categorized into three levels – low, moderate and high using their responses on the organizational climate questionnaire. The One Way Analysis of Variance (ANOVA) statistical technique was then employed to analyze data to test for significance and results are presented in Tables 3 and 4.

TABLE 2: One way analysis of variance of the influence of Principal' motivation on agricultural science teachers' teaching performance in Southern Cross River State, Nigeria

Teacher's Performance	Teaching	Category	SS	df	MS	F	Decision
Classroom Management		Between groups	7.42	2	3.71	0.54	NS
		Within groups	2049.47	297	6.90		
		Total	2056.88	299			
Principal's Motivation of Teachers		Between groups	2.62	2	1.31	0.22	NS
		Within groups	1763.02	297	5.94		
		Total	1765.64	299			
Instructional Method/Material usage		Between groups	24.34	2	12.17	1.41	NS
		Within groups	2562.39	297	8.63		
		Total	2586.73	299			
Class assessment		Between groups	8.31	2	4.15	0.59	NS
		Within groups	2106.25	297	7.09		
		Total	2114.56	299			
Total teachers' performance		Between groups	109.91	2	54.96	0.66	NS
		Within groups	24746.32	297	83.32		
		Total	24856.24	299			

Note: Non significant: $df = 2$ and 297 ; Critical $F = 3.02$; $SS =$ Sum of Square; $MS =$ Mean Square

TABLE 3: Mean and standard deviation of teachers' performance based on their involvement in school decision making

Teacher's Performance	Category	n	X	SD
Classroom management	High	100	19.99	2.21
	Moderate	111	19.94	2.68
	Low	89	19.34	2.93
	Total	300	19.78	2.62
Instructional method/material usage	High	100	16.21	6.67
	Moderate	111	16.64	3.23
	Low	89	15.65	2.86
	Total	300	15.98	2.94
Class assessment	High	100	19.27	2.35
	Moderate	111	18.99	2.47
	Low	89	18.31	3.11
	Total	300	18.88	2.66
Total teachers' performance	High	100	94.9025	9.1830
	Moderate	111	74.2635	9.1830
	Low	89	72.14891	0.3234
	Total	300	73.8492	9.1126

TABLE 4: One Way Analysis of Variance (ANOVA) of the influence of involvement in school decision making on agricultural science teachers' teaching performance in Southern Cross River State, Nigeria.

Variable	Source of Variance	SS	df	MS	F	Dec.
Classroom management	Between groups	24.788	2	12.394	1.81	NS
	Within groups	2032.097	297	6.842		
	Total	2056.884	299			
Instructional method/material usage	Between groups	15.282	2	7.641	0.88	NS
	Within groups	2571.453	297	8.658		
	Total	2586.734	299			
Class assessment	Between groups	44.869	2	22.434	3.21	NS
	Within groups	2069.69	297	6.969		
	Total	2114.555	299			
Total teachers' performance	Between groups	387.306	2	193.653	2.3	NS
	Within groups	24468.931	297	82.387		
	Total	24856.237	299			

NS = Non Significant; $df = 2$ and 29 ; Critical $F = 3.02$; Dec. = Decision

Results presented in Table 4 shows that except for class assessment, the calculated F – ratio for teachers' performance indices that calculated F- ratios for all agricultural science teachers' teaching performance indices (classroom management – 1.81; instructional method/material usage- 0.88) were less than the critical F – ratio of 3.02 at 0.05 level of significance with 2 and 297 degree of freedom. This implied that there was no significant influence of teachers' involvement in school decision making on their performance in respect of classroom management and instructional method/material usage . The null hypothesis was upheld in these regard. However, for class assessment, the calculated F-ratio of 3.21 was higher than the critical F- ratio of 3.02. Therefore, the null hypothesis was rejected in this case. This implied that there was a significant influence of teachers' involvement in decision making on teachers' teaching performance (class assessment).

Hypothesis three

Leadership behaviours of principals do not significantly influence agricultural science teachers' teaching performance in Southern Cross River State, Nigeria

The independent variable in this hypothesis is principals' leadership behaviour while the dependent variable is teachers' performance. To test this hypothesis, principal's leadership behaviour was categorized into three, democratic, autocratic, and care free using their responses to the organizational climate questionnaire. The One Way Analysis of Variance (ANOVA) statistical tool was then employed to analyze data to test for significance and results are presented in Tables 5 and 6.

TABLE 5: Mean and standard deviation of influence of principal's leadership behaviour on teachers' teaching performance in Southern Cross River State, Nigeria

Teacher's Performance	Category	n	X	SD
Classroom management	Democratic	89	19.87	2.18
	Autocratic	86	20.13	2.49
	Carefree	125	19.47	2.96
	Total	300	19.78	2.62
Instructional method/material usage	Democratic	89	16.20	2.56
	Autocratic	86	15.99	3.06
	Carefree	125	15.82	3.12
	Total	300	15.98	2.94
Class assessment	Democratic	89	19.27	2.30
	Autocratic	86	18.97	2.74
	Carefree	125	18.54	2.81
	Total	300	18.88	2.66
Total teachers' performance	Democratic	89	74.7079	7.5981
	Autocratic	86	74.6424	8.8442
	Carefree	125	72.6920	10.1759
	Total	300	73.8492	9.1176

TABLE 6: One Way Analysis of Variance (ANOVA of the influence of principals' leadership behaviour on teachers' teaching performance in Southern Cross River State, Nigeria

Variable	Source	SS	df	MS	F	Dec.
Classroom management	Between groups	23.130	2	11.565	1.68	NS
	Within groups	2033.754	297	6.848		
	Total	5056.884	299			
Instructional method/material usage	Between groups	7.459	2	3.729	0.42	NS
	Within groups	2579.275	297	8.684		
	Total	2586.734	299			
Class assessment	Between groups	29.041	2	14.520	2.06	NS
	Within groups	2085.514	297	7.022		
	Total	2114.555	299			
Total teachers' performance	Between groups	287.123	2	143.562	1.73	NS
	Within groups	24569.11	297	82.724		
	Total	24856.237	299			

NS = Non Significant; df = 2 and 29; Critical F = 3.02; Dec. = Decision

Results in Table 6 shows that the calculated F-ratios for teachers' performance indices that calculated F-ratios for all agricultural science teachers' teaching performance indices (classroom management – 1.68; instructional method/material usage- 0.42; class assessment- 0.26) were less than the critical F – ratio of 3.02 at 0.05 level of significance with 2 and 297 degree of freedom. This implied that there was no significant influence of principals' leadership behaviour on teachers' teaching performance. The null hypothesis was therefore upheld.

Hypothesis four

Interpersonal relationship between principal and agricultural science teachers does not significantly influence agricultural science teachers' teaching performance in Southern Cross River State, Nigeria.

The independent variable in this hypothesis is interpersonal relationship between principal and agricultural science teachers while the dependent variable is teachers' teaching performance. To test this hypothesis, interpersonal relationship between principal and agricultural science teachers was categorized into three levels – low, moderate, and high using their responses to the organizational climate questionnaire. One Way Analysis of Variance (ANOVA statistical tool was then employed to test for significance and the results are presented in the Tables 7 and 8.

TABLE 7: Mean and standard deviation of level of interpersonal relationship between principal and agricultural science teachers' teaching performance in Southern Cross River State, Nigeria

Teacher's Performance	Category	n	X	SD
Classroom management	High	98	20.11	2.10
	Moderate	93	19.76	2.48
	Low	109	19.50	3.11
	Total	300	19.78	2.62
Instructional method /material usage	High	98	16.32	2.53
	Moderate	93	15.86	2.95
	Low	109	15.77	3.26
	Total	300	15.98	2.94
Class assessment	High	98	19.12	2.33
	Moderate	93	18.71	2.83
	Low	109	18.81	2.79
	Total	300	18.88	2.66
Total teachers' performance	High	98	75.0867	7.1217
	Moderate	93	73.6263	9.1579
	Low	109	72.9266	10.5292
	Total	300	73.8492	9.1176

TABLE 8: One Way Analysis of Variance (ANOVA of interpersonal relationship between principal and agricultural science teachers' teaching performance in Southern Cross River State, Nigeria.

Variable	Source	SS	df	MS	F	Dec.
Classroom Management	Between groups	19.690	2	9.845	1.43	NS
	Within groups	2037.194	297	6.859		
	Total	2056.884	299			
Instructional Method/Material usage	Between groups	17.261	2	8.631	0.99	NS
	Within groups	2569.473	297	8.651		
	Total	2586.734	299			
Class assessment	Between groups	8.724	2	4.362	0.65	NS
	Within groups	2105.831	297	7.093		
	Total	2114.55	299			
Total teachers' performance	Between groups	247.484	2	123.742	1.49	NS
	Within groups	24608.754	297	82.858		
	Total	24856.237	299			

NS = Non Significant; df = 2 and 29; Critical F = 3.02; Dec. = Decision

Results in Table 8 show that calculated F- ratios for all agricultural science teachers' teaching performance indices (classroom management – 1.43; instructional method/material usage- 0.99; class assessment- 0.65) were less than the critical F – ratio of 3.02 at 0.05 level of significance with 2 and 297 degree of freedom. This implied that there was no significant influence of interpersonal relationship between principal and agricultural science teachers' teaching performance. The null hypothesis was therefore accepted.

Discussion of findings

The discussion of the findings was based on the objectives of the study.

The influence of Principal's motivation on agricultural science teachers' teaching performance

This study confirms insignificant influence of principal's motivation on agricultural science teachers' teaching performance. The objective of teaching is to bring about a change in the behaviour of students through their performance in public examinations. Hence agricultural science teachers are satisfied with the motivation given to them by the government than principals. Besides, agricultural science teachers have more concern for the academic pursuits than mere incentives from the principals. The major incentives (motivation) that directly affects teachers in schools like salaries, promotion, housing conditions and in-service programme are provided by the government and not principals. If the agricultural science teachers are paid promptly and given other incentives by the government, they can do their work effectively irrespective of the principals' motivation. What agricultural science teachers need most to increase their performance according to Okure (2000) is to ensure effective teaching which includes acceptable methods, effective class size and adequate staff and students' ratio.

The insignificant influence of principal's motivation on agricultural science teachers' teaching performance is surprising. The fact remain that once agricultural science teachers are aware of their responsibilities and adequately catered for by their employers (government), they are ready to put in their best to enhance students' academic performance. What the principal needs to do is to assign responsibilities to agricultural science teachers and ensure that the students are effectively taught by them. The finding of this study in this regard therefore is not in line with the works of Ojodele (2005), Short and Rerehart (2002 which maintained a significant influence of principals' motivation on teachers' teaching performance. While it is true that agricultural science teachers can perform effectively when their needs are met, it is not true that lack of motivation by the principals affects their performance.

Agricultural Science teachers' involvement in school decision making and teaching performance

A non-significant influence was found in the aspect of the study on teachers' involvement in school decision making and teacher's performance. This finding implied that whether teachers are involved in decision making or not, it does not affect their jobs as teachers since the objective of teaching is to bring about a desirable change in the behaviour of students. Therefore, the students' academic performance matters a lot to the teachers because it helps to evaluate their performance not minding whether they participate in decision making or not.

The involvement of teachers in school decision making did not change their attitude towards school work but rather helped them to work harder to improve the academic performance of students in both internal and external examinations. That notwithstanding, teachers know quite well that they are being paid for the job they do and as such should see the achievement of the goals of education industry as paramount. The finding of this study was at variance with previous research studies on decision making and teachers' performance carried out by Odumuga and Ajila (2000), Ryan (2007), and Holdaway (2008). However, the finding of the study was in consonance with that of Arop (2003) who concluded in a related study that decision making should only be shared among members of organization who are qualified and are experts for efficiency. In order words, not all the teachers should be involved in school decision-making but rather qualified members of the organization and experts. The principal as the head of the school should take pertinent decisions with his staff based on their experience and qualification.

From the foregoing, it could be seen that many teachers would not want to be involved in decision making. Besides, it is virtually impossible to predict a particular teacher or group of teachers who want to be involved in decision making. Once teachers have made up their minds to teach, they are ready to accept all necessary instructions from the principal. The threat of being retrenched or dismissed by the state government for nonchalant attitude to work could make teachers to sit up. It does not matter whether the principal involves them in decision making or not. What matters to them is to secure their jobs as teachers.

Influence of principal's leadership behaviour and agricultural science teachers' teaching performance

The study revealed that there was no significant influence of principals' leadership behaviour on agricultural science teachers' teaching performance. The outcome of this study was at variance with the work of Essiere (2004) and Udo-Ema (2001)), which revealed that teachers' teaching performance depends significantly on principals' leadership behaviour in the school. The present study has shown that the way the teachers perceive their principals' leadership behaviour is independent of their duties as teachers. In most schools, majority of the teachers show positive attitude towards their work regardless of principal's leadership disposition. They appear to have no problem doing their work provided the students are there with their writing materials and are ready to be taught. Lack of significant influence of principal's leadership behaviour on agricultural science teachers' teaching performance could be associated with Government's policy aimed at improving and controlling teaching performance of teachers in schools as well as academic performance of students. The Government's policy conditions for teachers in Cross River State teaching service is stated inter alia:

- i. Teachers who are ineffective, particularly those deployed from the primary school system to secondary school should be recommended for redeployment to primary school.
- ii. Principals should issue query to offending teachers and report same to the Ministry for appropriate disciplinary action.
- iii. Principals are to report truant and abandonment cases to the Ministry of Education (Cross River State Government, 2005:4)

With these conditions, teachers are aware of the implications of not doing their work. They are ready to comply with the government policy directives for fear of being thrown out of their jobs rather than allowing the principal's behaviour to influence their performance. The teachers' focus would be that of the students rather than the principals.

Influence of interpersonal relationship between principal and staff on agricultural science teachers' teaching performance

The results of the study revealed a significant influence of interpersonal relationship between principal and agricultural science teachers and their teaching performance. The result of this study was in line with Mayo (2006), Edem (2004), and Etuk (2001)). These have viewed inter-personal relationship as it affects teachers' work role and the school's climate. They concluded that principals of schools relating well with their teachers will enhance positive results since this will spur them up to work hard and improve academic performance of students.

Teacher's effectiveness at work is associated with their relationship with principals, colleagues and students. If the relationship is cordial, teachers will be more committed to their work and this will yield positive results. Drucker (2004) pointed out that it is better to emphasize on group rather than individualistic competition. To him, association with group will yield positive results than individual competition. It should be noted that the type of inter-personal relationship can affect the teaching performance of agricultural science teachers in schools positively or negatively. Principals of schools who interact with their teachers spur them up to effective teaching or learning process that will results to high level of academic performance of students. Principals can encourage inter-personal relationship by establishing welfare scheme for teachers. With this, members could be visited in times of joy or sorrow. Occasionally, principals can organize a get together party and play games together. This will help to create a sense of belonging among teachers and a feeling of oneness.

Conclusion

Maintaining conducive organizational climate in the school is paramount to agricultural science teachers and their teaching performance. Pertinent aspect of organizational climate in the school is personal relationship between principal and agricultural science teachers. A cordial interpersonal relationship between principal and agricultural science teachers will give teachers a sense of recognition, security and belonging. This will engender hard work on the part of the teachers and subsequently improve academic performance of students. Other elements of the school climate including principal's motivation, involvement of teachers in decision making, and principal's leadership behaviour were found not to have significant influence on agricultural science teachers' teaching performance. The non-significance of these indices of organizational climate of the school might not necessarily mean that they are not contributory factors to agricultural science teachers' teaching performance. Agricultural science teachers in Cross River State, Nigeria rather value their teaching jobs for fear of being retrenched than the nature of the school climate.

Recommendations

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

- 1) The Cross River State Ministry of Education and the Secondary Education Board should organize seminars and workshops for principals and agricultural science teachers to enlighten them on the importance of cordial interpersonal relationship in teachers' teaching performance.
- 2) The Cross River State Ministry of Education and the Secondary Education Board should appoint graduate of Educational Administration and Planning who are well versed in Human relations as principals of schools.
- 3) The government should endeavour to promptly pay agricultural science teachers their salaries and give them adequate incentives including prompt promotions, housing allowance etc. to motivate them to put in their best in their teaching performance.

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