

## ORGANIZATIONAL CLIMATE AND LEADERSHIP BEHAVIOUR AS DETERMINANTS OF BUSINESS STUDIES TEACHERS' JOB PERFORMANCE IN OYO STATE PUBLIC SECONDARY SCHOOLS, NIGERIA

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### Abstract

*Job performance of Nigerian teachers has been a major concern to all stakeholders, especially Business Studies teachers. This was due to the rate of failure in both Senior Secondary Certificate Examination (SSCE) and National Examination Council (NECO) in recent times, particularly between 2008 and 2014. This research therefore investigated the potency of organizational climate and leadership behaviour as determinants of Business Studies teachers' job performance in Oyo State public secondary schools, Nigeria. Descriptive survey design was used. Two null hypotheses were postulated and tested at 0.05 level of significance. A sample of 1,395 participants was selected through multistage stratified random sampling technique out of 2,646 population of business studies teachers and principals in Oyo state public secondary schools. Data were collected using three validated instruments: Organizational Climate Survey Questionnaire (OCSQ)  $r = 0.859$ , Leadership Behaviour Questionnaire (LBQ)  $r = 0.901$  and the teachers' job performance rating scale (TJPRS)  $r = 0.79$ . Teachers' Job Performance Rating Scale was adopted from Ubabudu (2005), the remaining two instruments were adapted and validity and reliability were done by Internal Consistency and Cronbach Alfa methods respectively. Multiple Regression Analysis was used for data analysis. Findings revealed that leadership behaviour and organisational climate significantly combined to determine teachers' job performance ( $F_{2,1144} = 69.201$ ;  $p < .05$ ). Also, Leadership behaviour (Beta = .248;  $t = 7.538$ ;  $p < .05$ ) and organisational climate (Beta = .122;  $t = 3.701$ ;  $p < 0.05$ ) independently made significant contributions as determinants of job performance of Business Studies*

*teachers in Oyo state secondary schools. It was recommended that School principals should always imbibe and exhibit good leadership behaviour and that school organizational climate should be made friendly to enhance Business Studies teachers' job performance.*

**Keywords:** Teachers' Job Performance, Organisational Climate and Leadership Behaviour

## Introduction

Business Studies grossly deals with Entrepreneurship and Business Studies teachers' job performance is the bedrock of students' acquisition of entrepreneurial skills from secondary school level. Whatever a student will grow up to become in the future: a medical doctor, lawyer, engineer or other professionals, he or she needs entrepreneurial skills for self-employment which are embedded in Business Studies subjects at both junior and senior secondary school levels. Nevertheless, teachers' performance is generally believed to be dwindling, with the resultant effects on the non-functionality of our educational system in Nigeria. This is keeping the stakeholders awake in the midnight. This worrisome negative attitude to job commitment and performance of teachers was observed in all spectrum of teaching profession, and business teachers were not left out (Olatoye, 2006). Whereas teachers' turnout is a concern of paramount importance for all education stakeholders (Kule, Abakunda, & Tukur, 2023).

A Business Studies teacher is more than a teacher of his/her subjects, he/she should be a powerful influence for enlightenment, stability, good conduct and national cohesion (Mc Carty, 2003). The performance of teachers is the most crucial input in the field of education. Whatever policies that may be laid down, in the ultimate analysis have to be interpreted and implemented by the teachers. Teacher's performance is very crucial in child's development. The identification and nurturing of talents is one of the main responsibilities of a teacher.

Business studies teachers' job performance is revealed in the duties engaged in by Business Teachers at a particular period in the school system in achieving educational goals in the discipline. It is the ability of teachers to combine relevant input for the enhancement of teaching and learning process. Teachers job performance include effective lesson delivery, lesson note preparation, effective supervision, disciplinary ability, motivating of students, class control and monitoring of students' work in Business Studies, Commerce, Accounting, Office Practice, Office Management, Store Management, Insurance etc. Business Studies belong to the subjects that are having integrated subjects under it. In junior secondary school it is known as Business Studies while in senior secondary school it is broken into different subjects like accounting, office management, commerce, insurance, store management, shorthand, typewriting, word processing etc. The objective of Business Studies is to teach students about acquisition of entrepreneurial and vocational skills and on how they can use little financial and other resources to create wealth in their future disciplines. It teaches how to be

independent than to be dependent economically. The subject is compulsory for all junior secondary school students all over Nigeria.

An effective teacher must have basic command of his subject matter. He must keep abreast of his field and be able to communicate his knowledge effectively to others at the level of comprehension. He must have acquaintance with psychological principles and be able to make practical use of them in teaching (Anderson, 2004). All these factors count as attributes of performing teachers, and effective teaching is a key responsibility of business studies teachers. Teachers teaching experience is assumed to reflect on their performance. Inadequacy of the whole education system can be attributed to the teachers as it is said that no system of education can be better than its teachers (FRN, 2013). It is expected that performance of teachers will have effect on secondary school students' academic performance. Interestingly, the performances of secondary school students in the last seven years as released by WAEC and NECO are not good indicators that our secondary school teachers are performing. It has revealed a gross deterioration in all subjects: Commercial (business studies), Science and Arts. This has been giving stake holders serious concern.

Evidence from the two main examination bodies for secondary schools in Nigeria reveals pathetic performance of our secondary school students. These problems cannot be mentioned without looking at the job performance of secondary school teachers. Wike, Minister of education presented the following statistics in 2014 as evidence of poor academic performance in our secondary schools:

**Table 1: National Percentage of Students Who Achieved 5 Credits Including English Language and Mathematics in SSCE. This data includes Business Studies, Science and Arts.**

YEAR	WAEC	NECO
2008	13.76%	73.74 %
2009	26.59 %	10.67 %
2010	23.18 %	9.36 %
2011	30.20%	8.06 %
2012	37.69 %	32. 22 %
2013	36.55 %	47.68 %
2014	31.28%	52.29%

**Source:** West African Examinations Council and National Examinations Council

The poor performance of students in Secondary School Certificate Examinations conducted by WAEC and NECO from the analysis presented in the above table reveals a huge failure rate of 86%, 74%, 77%, 70%, 62%, 63% and 68% in 2008, 2009, 2010, 2011, 2012, 2013 and 2014 respectively in WAEC; and 26%, 89%, 91%, 92%, 68%, 52% and 48% in 2008, 2009, 2010, 2011, 2012, 2013 and 2014 respectively in NECO for secondary schools in Nigeria.

Proper teaching affects students' performance but government does not encourage business studies teachers with incentives. Teachers' morale is low as they are not well motivated to do their job properly (Onifade, 2010). On the other hand, Zailani (2015) stated that inadequate class rooms' furniture, lack of equipped library, lack of typing pools and inadequate school infrastructures hinder students' attention in business studies. Lack of adequate teaching and learning facilities such as textbooks, typewriters, computer systems, photocopying and duplicating machines also hinder effective teaching and learning of business studies in public secondary schools in Nigeria. (Zailani, 2015).

Meanwhile, Owoeye and Yara (2011) said school facilities have been potent factors to qualitative education and academic achievement. The environment and climate include facilities that are available to facilitate students learning outcome. These include books, audio-visual, software and hardware of educational technology; so also size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practicals are arranged. Availability, adequacy and relevance of these facilities determine efficiency, performance and productivity of business teachers. It goes further that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment. Hence, negative or positive job performance of business teachers could be hinged on availability or non availability of these facilities. Unfortunately, these laboratories do not adequately form part of public secondary schools climate in Oyo state. They are rarely found in our public secondary schools in Nigeria. (Zailani, 2015)

Organizational climate in the school is the prevailing atmosphere of favourableness or unfavourableness that can be perceived by the teachers in a school setting. It shows the way an organization is perceived by members of the organization. School organizational climate can be favourable when communication flow, motivational conditions, decision making practices, organizational design and human resources are part of the environment of the school where teachers generally and Business Studies Teachers specifically are operating. It is recognized that a happy worker is a better worker, what makes workers, business studies teacher inclusive, happy has attracted the attention of the researcher. In what conditions and with what morale are the teachers operating? What factors influence their performance? The relationships between organizational climate and job performance have been established, though in a varying degree. Some are cyclic in nature, that is, organizational climate and leadership behaviour improve performance and commitment of teachers (Hammer, 2002).

It is also reasonable to expect, on the basis of everyday experience of teachers, that the climate of the school influences the teacher's behaviour and thus his/her performance. The climate of an

organization refers to those aspects of the environment that are consciously perceived by organizational members (Armstrong, 2003).

Leadership behaviour of the school principal is associated with the exercise of authority. It is the action and skill adapted in whatever style a leader is adopting. It is the behaviour associated with the exercise of authority in influencing the teachers towards achievement of school objectives through supervision. Leadership behaviour will determine the success of a leader in whatever leadership style adopted to achieve organizational goals. It shows the ability of the principal to carry others along in the areas of informing, delegating problem solving, role clarifying, monitoring and conflicts management for the achievements of academic goals in secondary schools. Hence, in educational organizations, leadership has assumed a dimension such that it has become a well-known fact that the success or failure of any organization, and the achievement of the mission and vision of such organization depend largely on the quality of leadership provided in that organization. Leadership is therefore something more than just personality or appointment. It is ultimately linked with behaviour and is essentially a human process at work in organization. Leadership is the most important determinant of an organization's success. It is critically important in organizations that consciously practice Total Quality Management (TQM) (Ajayi, 2012).

### **Statement of the Problem**

In recent times, job performance of teachers has been a concern to stakeholders in school system, especially that of business studies teachers. The rate of failure of public secondary schools students in both SSCE and NECO examinations in recent years in all schools and subjects, business studies subjects inclusive is an indication that something is wrong with our education system in Nigeria especially in the area of teachers and students attitude and method of lesson delivery, particularly in Oyo state. The contributions of teachers' job performance to this worrisome situation in business studies in Oyo state public secondary schools is a serious concern in this study. The influence of leadership and climate of Oyo state public secondary schools, where business teachers are carrying out their responsibilities and their job performance are in focus.

### **Objectives of the Study**

The main objective of this research was to examine the combined and independent influence of leadership behaviour and organizational Climate on Business Studies Teachers' Job Performance, in Oyo State Public Secondary Schools, in Nigeria.

### **Statement of Hypotheses**

The following hypotheses were formulated to guide this study:

- Ho<sub>1</sub>: There is no significant composite contributions of organizational climate and leadership behaviour to Business Studies teachers' job performance.

Ho2: There is no significant relative contributions of organizational climate and leadership behaviour to Business Studies teachers' job performance.

### **Significance of the Study**

The outcome of the research will be an eye-opener and help to the state government to pump more funds to public secondary schools so as to improve the secondary school climate as a motivator for better job performance of teachers, especially those in Business Studies. Also, findings of the study would in no small measure serve as guides for government, educational planners and policy makers to establish more useful and reliable policies which will enhance appointment of good leadership and creation of conducive organizational climate for Business Studies teachers in public secondary schools. This can lead to better performance of the teachers and ultimately better performance of students, especially business studies students.

### **Scope of the Study**

This study was delimited to the examination of organizational climate and leadership behaviour as they affect business studies teachers' job performance in public secondary schools in Oyo state, Nigeria.

### **Research Design**

A descriptive survey research design of ex-post-facto was employed in this study. The design was considered appropriate because, the study did not manipulate the variables but measured them as they existed and determined the extent to which independent variables (organizational climate and leadership behaviour) predicted the dependent variable (job performance) among the participants. Hence, questionnaire and rating scale were used to collect data.

### **Population and Sample**

The population for this study consisted of all the two thousand, six hundred and forty-six (2,646) business studies teachers who were teaching various business subjects.

Multistage stratified random sampling technique was used to select the samples. Hence, the total respondents were 1,395 out of 2,646 Business Studies teachers in Oyo state Public Secondary Schools. Meanwhile, only 1145 thoroughly filled the questionnaires and their responses were analyzed.

### **Instrumentation**

Three research instruments were used for this study. These were: Organizational Climate Survey Questionnaire (OCSQ)  $r = 0.859$ , Leadership Behaviour Questionnaire (LBQ)  $r = 0.901$  and

the teachers' job performance rating scale (TJPRS)  $r = 0.79$  by Ubabudu (2005). Internal Consistency and Cronbach Alfa methods were used for validity and reliability of the instruments respectively.

### Method of Data Analysis

The statistical tools of mean and standard deviation were used to describe the sample and the data. So also, the hypotheses generated to guide the study were tested by multiple regression analysis at the 0.05 level of significance.

### Results

H<sub>01</sub>: There is no significant composite contribution of organizational climate and leadership behavior to Business Studies teachers' job performance.

**Table 1a: Descriptive Statistics of Organizational Climate and Leadership Behaviour to Business Studies Teachers' Job Performance.**

Descriptive Statistics			
	Mean	Std. Deviation	N
job performance	90.7022	20.64124	1145
organisational climate	52.4620	7.84089	1145
leadership behaviour	118.3266	21.70366	1145

Table 1a revealed the mean scores and standard deviations of the responses to the variables measured in hypothesis three. For job performance, the mean score = 90.7022; standard deviation = 20.64124 while for each of the independent variables the following mean scores and standard deviations were observed; organizational climate mean = 52.4620; standard deviation = 7.84089; leadership behaviour mean = 118.3266; standard deviation = 21.70366.

**Table 1b: Model Summary of the Composite Contributions of Leadership Behaviour and Organizational Climate to Business Studies Teachers' Job Performance.**

Multiple R = 0.329 <sup>a</sup>						
R-Square = 0.108						
Adjusted R-Square = 0.107						
Standard Error = 19.51082						
Source of variation	Sum of squares	Df	Mean squares	F	Sig.	Remarks

Regression	52686.001	2	26343.000	69.201	.000 <sup>a</sup>	Reject HO
Residual	434727.4	1142	380.672			
Total	487413.401	1144				

- a. Predictors: (Constant) leadership behaviour, organisational climate.
- b. Dependent Variable: job performance

Table 1b revealed significant composite contributions of the independent variables; leadership behaviour and organisational climate as determinants of the dependent variable, job performance ( $F_{2,1144} = 69.201$ ;  $p < .05$ ). This means that leadership behaviour and organisational climate significantly determined job performance of Business Studies teachers in Oyo state secondary schools. The analysis also yielded a co-efficient of multiple regression of 0.329<sup>a</sup> and multiple R-square of 0.108 and adjusted R-square = 0.107 indicating that all the independent variables accounted for 10.7 % of the variance in job performance of Business Studies teachers in Oyo state secondary schools.

Ho2: There is no significant relative contribution of organizational climate and leadership behaviour to Business Studies teachers' job performance.

**Table 2: Relative Contribution of Organizational Climate and Leadership Behaviour to Business Studies Teachers' Job Performance.**

Independent Variables	B	Std. error	Beta	T	P	Remark
(Constant)	45.994	4.115		11.177	0.000	
Organisational climate	.320	.087	.122	3.701	0.000	Sig
Leadership behavior	.236	.031	.248	7.538	0.000	Sig

- a. Dependent Variable: job performance

Table 2 revealed the relative contribution of each of the independent variables as determinants of the dependent variable (job performance). Leadership behaviour (Beta = .248;  $t = 7.538$ ;  $p < .05$ ) was the most potent determinant out of the two variables; followed by Organizational climate (Beta =



.122;  $t = 3.701$ ;  $p < 0.05$ ). Therefore, the postulated null hypothesis is rejected in favour of the alternative hypothesis. This means that each of the two independent variables, that is, leadership behaviour and organisational climate significantly contributed to the determination of job performance of Business Studies teachers in Oyo state secondary schools.

## Findings

- i. Organisational climate and leadership behaviour compositely significantly contributed to job performance of Business Studies teachers in Oyo State Secondary schools.
- ii. Organisational climate and leadership behaviour independently made significant contributions as determinants of job performance of Business Studies teachers in Oyo State secondary schools.
- iii. Leadership behaviour contributed more to teachers job performance than organizational climate.

## Discussion of Findings

The finding on the first hypothesis revealed that Organisational climate and leadership behaviour jointly significantly contributed to job performance of Business Studies teachers in Oyo State Secondary schools. This means that leadership behaviour and organisational climate are potent determinants of teachers' job performance. The nature and type of leadership behaviour operating in a school tends to affect teachers' job performance. In the same vein, organisational climate contributes to teachers' job performance. Schools where leadership is seen by teachers to be positive, firm, friendly and humane, teachers are likely to perform more efficiently. The opposite is also true, as job performance tends to be low where leadership behaviour is seen to be hostile, unjust and less caring. Hence, Business Studies teachers, like any other teachers, want to work under good leadership and conducive school climate to enhance their performance. This finding is in compliance with Aladenusi and Ayodele (2014) finding which stated that there is significant (positive) relationship between school climate and teachers' job performance. It also agrees with Adeyemi (2008) that relationship exists between organizational climate and teachers' job performance in Ondo state of Nigeria's primary schools. The finding further lends credence to Lewis, Calum and James (2009) who found out in their research that leadership behavior promote high performance. It is noted that employees behave differently under different situations. Principal (leadership) can therefore encourage effective performance of teachers by identifying their needs and trying to satisfying or meeting them (Obilade, 1999).

The second hypothesis, with the finding that Organisational climate and leadership behaviour relatively independently contributed to job performance of Business Studies teachers in Oyo State secondary schools reveals that Business Studies teachers prefer a workable and friendly school environment for them to perform their job optimally. They also want a considerate leadership who leads by example and who can also influence them to perform; the leadership that can fight for their

welfare and motivation with the policy makers and government. Not leaders who are not concerned about their plight, the facilities, welfare and environment where they are performing their jobs. The finding laid credence to Adeyemi (2008) research finding that organizational climate is the bottom line of performance measures. Also, it is in line with Aladenusi and Ayodele (2014) who found out that there is a significant convergent (positive) relationship between school climate and job performance. It is also in agreement with Adeyemi (2008) in his study of the relationship between organizational climate and teachers' job performance in primary schools in Ondo state, Nigeria. Nevertheless, this finding goes contrary to Najeemah (2012) whose research finding revealed that positive organizational climate does not have remarkable effects on job commitment and performances. However, leadership behavior independently made a significant determinant of job performance and this is in collaboration with Lew, Calum and James (2009) in their research that leadership behavior promotes high performance.

## **Conclusion**

Based on the findings of this study, it is concluded that leadership behaviour and organisational climate are potent determinants of teachers' job performance. Therefore, to foster business teachers' job performance, leadership behaviour and organisational climate need to be properly structured and installed.

## **Recommendations**

The following recommendations if carefully implemented may help to enhance teachers' job performance in Nigerian secondary schools in general and Oyo state in particular:

- i. That, secondary school principals should always imbibe and exhibit good leadership behaviour. As the leader of the school, the principal should be a role-model to other staff members, uphold justice and fairness and endeavour to show good examples at all time.
- ii. Teachers should be seen and treated as valuable human resources in the school system by creating ideal organisational climate and leadership behaviour which can make them to perform exceedingly. School administrators should involve teachers more actively in formulating policies and rules for the running of the school
- iii. That, school organisational climate should be made friendly, interactive, pleasant and conducive. School managers should use available resources to provide valuable facilities that would make the school organisational climate a good one capable of engendering teachers' job performance, especially business studies teachers.
- iv. That, government and other stakeholders should always make adequate budgetary provisions and supply necessary facilities such as furniture, fans, air conditioners, sports and relaxation facilities that will help schools to create ideal organisational climate.
- v. That, teachers, especially business studies teachers, should endeavour to relate well with one another in order to create good school organisational climate that will promote their job performance.

- vi. School administrators must endeavour to explain their policies and positions on issues as this will help to create a well-informed workforce who can easily understand the leader and develop positive feeling towards the leadership behaviour which in turn will foster improved job performance of business studies teachers in Oyo state secondary schools, Nigeria.

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