

SCHOOL ORGANIZATIONAL CLIMATE AS PREDICTOR OF JUNIOR SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN IBADAN METROPOLIS, OYO STATE

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Abstract

This study investigated school organizational climate as predictor of junior secondary school teachers' job performance in Ibadan metropolis, Oyo state. Two objectives, two research questions and one hypothesis were formulated for this study. Descriptive survey research design was employed. The population of this study included 5754 public junior secondary school teachers in Ibadan metropolis, Oyo state. Using a multi-stage sampling procedure, a sample of 574 teachers were selected. A structured questionnaire titled "School Organizational Climate as Predictor of Junior Secondary Teachers' Job Performance in Ibadan Metropolis, Oyo State (SOCJSSTJP) with reliability coefficient $\alpha = 0.903$ was the main instrument used for data collection. The data collected for the study were analyzed using descriptive analysis of frequency counts, mean, and inferential statistics of multiple regression. The study revealed that school organizational climate indices have a significant combined influence on teachers' job performance in public junior secondary schools in Ibadan metropolis of Oyo state, Nigeria. As a result of the findings, it was recommended that government, school owners and educational stakeholders should improve the institutional environment of schools by providing adequately equipped classrooms, laboratories, infrastructural and instructional materials.

Keywords: School Organizational Climate, Teachers' Job Performance, Public Junior Secondary Schools

Introduction

Teachers are indispensable for the effective running of the school system and the educational system at large (Akinola & Oredein, 2021). They form the foundations of the educational system, greatly impacting the educational process. Their crucial role in enhancing the quality of human resources cannot be over emphasized. This is as a result of their direct engagement with students in the educational process at school. The teaching and learning process largely depend on teachers. For this process to be considered effective, there must be an evident positive and permanent change in learners' behavior which is measurable in terms of their affective and cognitive (attitudes and academic achievement) results. However, this will be difficult to achieve without quality teachers as they serve as instruments in evaluating the efficacy of the educational system (Hidayah et al., 2023). The success of any nation's educational system is to a great extent dependent on the quality of its teachers (Ofojebe & Akudo, 2021). The responsibilities and role teachers' play in the lives of their learners, in the educational sector, in society, and in national development are significant and valuable. Consequently, the performance of teachers has become a paramount determinant in

determining educational success. This makes their performance in their office of great concern at large (Darwansah et al., 2021; Job, 2017)

Job performance is the entire behavior of workers in relation to the task assigned to them. It is the medium through which workers are assessed and it is determined whether they meet up with the job specifications and standards set for them. It refers to how well tasks are executed, encompassing all the actions of individuals that add value to the organization. These contributions can be either direct or indirect, depending on the role of the employees involved in the organizational activities. Job performance is the quality, quantity, and consistency of an employee's work output, directly impacting organizational effectiveness and success (Chen & Kao, 2021). It is the extent to which an employee's actions contribute to achieving the goals and objectives of the organization (Latham & Wexley, 2020). It encompasses the overall effectiveness and efficiency of an individual in executing their job responsibilities, resulting in the achievement of organizational goals (Rothwell & Lindholm, 2016). This implies that the overall performance of an organization and the achievement of its goals and objectives is largely dependent on performance of its workers.

Teachers' job performance is the ability of teachers to effectively fulfil their responsibilities as educators. It encompasses all the duties performed by a teacher at a particular period in the school system in achieving organizational goals¹⁶. It also involves the efforts made by the teacher within and outside the school system in order to achieve set educational goals and objectives. It plays a pivotal role in determining the overall effectiveness of educational institutions and the educational system at large. It may also imply the degree of extent to which a teacher can execute his role in reference to the certain standards that have been set by an educational institution. This relates to achieving the stated degrees of quality, quantity, creativity and cooperation (Akinola, 2020). The degree of job performance of teachers determines their capacity to meet social expectations and prepare the next generation to face the complexities of a changing social, economic, and political environment. Teachers' job performance is beyond doubt pivotal not only to meeting societal demand and expectations but has a far-reaching impact on the improvement of the quality of education process and products, who are the students, (Akinola, 2020). Various researchers have reported that teachers with a high level of job satisfaction and performance are more likely to produce happy, stable and highly innovative learners, who would proactively and productively take part in nation building. On the other hand, teachers with a low level of job satisfaction and performance might end up producing lazy, and lackadaisical learners who lack creativity and will later become liability and problematic to the nation (Akinola & Oredein, 2021).

The school organizational climate is a very broad concept. It has been described as the 'heart and soul of a school (Akinola & Oredein, 2021). The school organizational climate refers to the representation of a school's personality which includes the values, goals, norms, expectations, interactions and relationships perceived by the members of a school. It may also be described as a total measure of a school's characteristics, such as interpersonal relationships between parents, students, teachers, and administrators, teaching and learning practices, and organizational structures as well as the physical facilities and resources available. School

organizational climate is a reflection of the school life and experience patterns of its members (Oredein & Bello, 2022). Current studies identify five dimensions of school organizational climate. They include safety, teaching and learning, interpersonal relationships, institutional environment and leadership and efficacy (National School Climate Center, 2017). Scholars have also highlighted six types of school organizational climate; they include: open, autonomous, controlled, familiar, paternal and closed school climate (Nwangwu, 2017). The characteristics of a school are embedded in its organizational climate and it affects the behavior of the members of the school including the teachers (Oredein & Bello, 2022). It is this organizational climate that differentiates one school from another giving it a distinct personality and by implications affecting the job performance of teachers (Nnadede & Unuigbo, 2023).

A supportive school climate characterized by safety, strong leadership, a collaborative culture, adequate resources, and reduced workload is essential for optimal teacher performance. However, a school that lacks security, necessary facilities and where the efforts of teachers are often frustrated can be regarded as an unhealthy school organizational climate (Arif et al., 2020). Therefore, schools must cultivate a positive climate needed to succeed and retain excellent job performance of their teachers through good leadership style, proper staff welfare, conflict management, adequate facilities and infrastructures amongst others.

Statement of the Problem

The job performance of teachers in Nigerian secondary schools has become a major concern for educational stakeholder (Akinkuade & Oredein, 2020). This is due to the central role teachers play in achieving educational objectives. In many secondary schools across Nigeria, particularly in Oyo state, stakeholders have continued to express worry over the declining quality of teaching and the poor academic outcomes recorded in internal and external examinations. Recent research reports indicate a persistent pattern of low teacher commitment in public secondary schools in South-West Nigeria (Muraina & Kanaldeen, 2022). This challenge manifests in frequent teacher absenteeism, low staff motivation, and a steady decline in the status and attractiveness of the teaching profession. These issues have contributed significantly to the weakening of the education system and the poor learning outcomes seen among students. As a result, many learners pass through the system without acquiring the essential knowledge, skills, and competencies needed for national development or global competitiveness.

Among the factors linked to teacher performance, school organizational climate has been widely acknowledged as a critical determinant. A positive school climate characterized by supportive leadership, effective communication, collegial relationships, and adequate resources can enhance teachers' morale, motivation, and productivity. On the contrary, an unfavorable school climate may hinder teachers' effectiveness and negatively affect their performance. Despite the importance of school organizational climate, there is limited empirical evidence on how this factor predicts the job performance of teachers within public junior secondary schools in Oyo State. Most existing studies have focused broadly on school climate and student achievement, with little attention given to the specific impact of

organizational climate on teacher performance at the junior secondary school level. To address this gap, this study aims to examine the extent to which school organizational climate predicts the job performance of junior secondary school teachers in Ibadan metropolis, Oyo state.

Objectives of the Study

The objectives of this study were to:

1. examine the state of school organizational climate in junior secondary schools in Ibadan metropolis, Oyo state.
2. determine the level of job performance of junior secondary school teachers in Ibadan metropolis, Oyo state

Research Questions

1. What is the state of school organizational climate in junior secondary schools in Ibadan metropolis, Oyo state?
2. What is the level of job performance of junior secondary school teachers in Ibadan metropolis, Oyo state?

Hypothesis

H₀₁: There is no significant influence of school organizational climate on the job performance of junior secondary school teachers in Ibadan metropolis, Oyo state.

Methodology

A descriptive survey research design was adopted for data collection of the study. The population of this study comprised all 5,754 public junior secondary school teachers in Ibadan metropolis. However, a multi-stage multistage sampling procedure was used to select the sample that accurately represents the population. A sample size of 574 teachers, which accounts for ten percent of the population, was selected for this study. This sample size was determined with the intention to strike a balance between achieving a representative and reliable data set and resource constraints. In the initial stage, proportionate sampling technique was used to allocate samples to each zone according to their contribution to the overall sample. In the second stage, using the simple random sampling technique, teachers were selected from four secondary schools in each zone based on the predetermined sample proportion.

A structured questionnaire titled School Organizational Climate as Predictors of Junior Secondary Teachers' Job Performance in Ibadan Metropolis, Oyo State (SOCJSSTJP) was the main instrument used to collect data for this study. The instrument contains three (3) sections namely; section A, B and C. Section A contains items on demographic characteristics of respondents. Section B contains 15 items carefully structured to identify the level of job performance of junior secondary school teachers in Ibadan metropolis, Oyo state. The items in this section were adapted from related studies on job performance among teachers (Amin et al., 2013). Section C contained items targeted at assessing the state of school organizational climate in junior secondary schools in Ibadan metropolis, Oyo state.

A pilot study was carried out to validate the instrument and the reliability of the instrument was tested using the Cronbach alpha test. The coefficient $\alpha = 0.874$ was generated indicating a high level of internal consistency among the survey items. The data collected were subjected to statistical test and analysis using descriptive statistics (percentage, mean and standard deviation

for biodata and research questions) while multiple regression analysis was used to answer the hypothesis at 5% level of significance.

Results

Research Question One: What is the state of school organizational climate in junior secondary schools in Ibadan metropolis, Oyo state?

Table I: State of School Organizational Climate of Junior Secondary Schools in Ibadan Metropolis, Oyo State

Items	SA Freq (%)	A Freq (%)	D Freq (%)	SD Freq (%)	Mean
Safety	954 (41.99)	1070 (47.1)	134 (5.9)	114 (5.0)	3.26
Teaching and Learning	1024 (45.1)	1066 (46.9)	110 (4.8)	72 (3.2)	3.34
Interpersonal Relationships	1056 (46.5)	1106 (48.7)	58 (2.6)	52 (2.3)	3.39
Institutional Environment	664 (29.2)	950 (41.8)	380 (16.7)	278 (12.2)	2.88
Leadership and Efficacy	870 (38.3)	1104 (48.6)	164 (7.2)	134 (5.9)	3.19
Overall	4568 (40.2)	5296 (46.6)	846 (7.5)	650 (5.7)	3.21
Overall Weighted Mean= 3.21 High				SD = 0.519	

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low).

The findings show that teachers generally rated the school organizational climate as positive, with an overall mean of 3.21 and excellent reliability ($\alpha = .903$). Safety, teaching and learning, and interpersonal relationships received high scores, indicating that teachers feel secure, supported in instruction, and enjoy good working relationships with colleagues. However, the institutional environment had the lowest rating, reflecting concerns about resources and school facilities. Leadership was also rated positively but with some inconsistencies across schools. Overall, while the climate is mostly favorable, improvements in infrastructure and leadership practices would further strengthen teachers' work conditions and performance.

Research Question Two: What is the level of job performance of junior secondary school teachers in Ibadan metropolis, Oyo state?

Table 2: Level of Job Performance of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

Items	VO Freq (%)	O Freq (%)	NO Freq (%)	N Freq (%)	Mean
Instructional Competence	802 (47.05)	582 (34.15)	316 (18.54)	4 (0.23)	3.39
Classroom Management	946 (55.5)	646 (37.9)	80 (4.7)	32 (1.9)	3.47

Professional Development and Contributions	504 (29.6)	736 (43.19)	430 (25.2)	34 (1.99)	3.00
Students Assessment Practices	834 (48.9)	744 (43.7)	108 (6.3)	18 (1.1)	3.40
Student Academic Performance	454 (26.6)	964 (56.6)	250 (14.7)	36 (2.1)	3.08
Overall	3540 (41.5)	3672 (43.1)	1184 (13.9)	124 (1.5)	3.268

Overall Weighted Mean= 3.27 High SD = .377

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low).

Teachers in the surveyed schools generally demonstrated high job performance, excelling in classroom management, student assessment, and instructional competence. Most teachers regularly maintained discipline, engaged students, and applied varied teaching and assessment strategies. However, professional development and contributions scored lower, and fewer teachers consistently attributed student academic success to their efforts. Overall, teachers are competent and effective, but there is room to encourage more professional growth and translate teaching efforts into measurable student outcomes.

Hypothesis

There is no significant relative influence of school organizational climate on the job performance of junior secondary school teachers in Ibadan metropolis, Oyo state.

Table 3: Summary of Regression Analysis Showing the Influence of School Organizational Climate as Predictors of Job Performance

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	1.886	.099		18.986	.000		
	School Organization al Climate	.434	.029	.536	15.077	.000	.998	1.002

a. Dependent Variable: Job Performance

The result of the multiple regression analysis used to test the relative influence of school organizational climate on the job performance of teachers in junior secondary schools in Ibadan Metropolis, Oyo State is shown in table III. The unstandardized coefficient for school organizational climate is 0.434. This means that for each additional unit in school organizational climate, job performance increases by 0.434 units, assuming other variables remain constant. This high score is statistically meaningful here and suggests a strong positive effect of school organizational climate on teachers' job performance. The standard error for this estimate is 0.029, indicating a relatively small value but since its t-value is high, this

confirms high precision and statistical reliability. The standardized coefficient (Beta) is 0.536, reflecting a highly strong influence of school organizational climate on job performance. The very high t-value of 15.077 suggests that there is a very strong contribution of school organizational climate to job performance. The significance level (p-value) is 0.000, indicating that this influence is highly statistically significant. The implication is that there is strong evidence that school organizational climate affects performance. Hence, we reject the null hypothesis for this variable and accept the alternative hypothesis.

Discussion of Findings

Findings from research question one revealed that the overall level of teachers' job performance in Ibadan metropolis was high, with a weighted mean of 3.27. This finding aligns with earlier studies that suggest that despite structural challenges, Nigerian teachers continue to demonstrate relatively strong instructional and professional commitment. For instance, a study conducted in Oyo state found that teachers exhibit high levels of classroom management and instructional delivery, even in under-resourced settings (Adeyemo & Ajibade, 2021). Similarly, research in the Niger Delta region emphasized that when provided with minimal enabling environments, teachers often meet performance expectations due to intrinsic motivation and a sense of responsibility (Mustapha et al., 2023). This high performance also supports findings by a study in Ghana, where open and familiar organizational climates were associated with higher teacher effectiveness (Bentil, 2021). The overall mean score of 3.21 confirms a generally positive school organizational climate.

However, some disparities among the sub-domains, particularly institutional environment and leadership and efficacy, warrant targeted improvement efforts. The analysis reveals that while the perceived institutional environments and leadership and efficacy is generally positive, greater emphasis is needed in these areas if the aim is towards strengthening good school organizational climate, as well as boosting teachers' job performance. Addressing these areas could further enhance teachers' morale, engagement, and performance, ultimately improving student outcomes. This view is supported by suggestions by researchers that addressing school organizational climate conditions could potentially increase teachers' morale and job performance (Soyombo, 2022; Savas, 2014). Likewise, the conclusions that 'interpersonal and professional relationships among staff can be strengthened' may be interpreted by opinions of scholars who believed that weak climates characterized by distrust, poor communication, and limited collegial support tend to lead to dissatisfaction, reduced morale, and decreased professional effectiveness among educators (McCarley, 2021).

Conclusion

The study concludes that junior secondary school teachers in Ibadan metropolis generally demonstrate a high level of job performance, particularly in areas such as instructional competence, teaching methodology, and interpersonal relations. However, variability exists across sub-components of their job performance, with institutional and infrastructural support emerging as relatively weaker dimensions. These observations affirm that while many teachers are professionally committed, their effectiveness is sometimes constrained by environmental limitations within the school system. It also revealed that school organizational climate is a

strong predictor of teachers' job performance. The relational and structural dynamics within a school emerge as the true levers for enhancing teachers' job performance and instructional effectiveness. This is a significant finding, as it shifts the locus of educational improvement beyond individual qualifications and emphasizes the need for systemic reforms that prioritize school culture, administrative support, and professional development infrastructure.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Educational Stakeholders and school administrators should promote open communication, professional collaboration, participatory leadership and constant recognition to strengthen teacher motivation and job performance.
2. Government agencies, school owners and other private investors in education should improve the institutional environment by providing adequately equipped classrooms, laboratories, infrastructural and instructional materials.
3. Regulatory bodies and educational stakeholders should establish structured performance appraisal systems that assess current instructional and school organizational climate practices to ensure its consistency with contemporary educational standards.

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