



## ORGANIZATIONAL CLIMATE AND TEACHERS' WORK COMMITMENT AS PREDICTORS OF STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN NORTH-CENTRAL NIGERIA

BY

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### Abstract

This study examined the relationship between organizational (school) climate, teachers' commitment to work, and students' academic performance in public senior secondary schools in North-Central Nigeria. The study was anchored on four theoretical frameworks: the Open–Closed Continuum Theory (Halpin & Croft, 1963), Herzberg's Two-Factor Theory of Motivation (1959), Becker's Side-Bet Theory of Commitment (1960), and Elger's Theory of Academic Performance (2007). Relevant literature and empirical studies related to organizational climate, teachers' commitment, and students' academic outcomes were extensively reviewed. The study adopted a correlational and ex post facto research design. Nine research objectives, nine research questions, and eight hypotheses were formulated to guide the investigation. The population comprised 1,889 principals and 23,367 teachers drawn from 1,889 public senior secondary schools in North-Central Nigeria. A sample of 25 principals and 357 teachers was selected from six educational zones across three states in the region using a multi-stage sampling technique. Data were collected using three instruments: the Organizational Climate Questionnaire (OCQ), the Teachers' Commitment to Work Questionnaire (TCWQ), and a proforma on students' academic performance covering the 2014/2015 to 2023/2024 academic sessions. The instruments were validated, and reliability tests conducted on the OCQ and TCWQ yielded reliability coefficients of 0.68 and 0.70 respectively. Mean and standard deviation were used to answer the research questions, while simple linear regression was employed to test hypotheses one to six, and multiple regression analysis was used for hypotheses seven and eight. The findings revealed a significant relationship among organizational climate, teachers' commitment to work, and students' academic performance in public senior secondary schools in North-Central Nigeria. The study concluded that a supportive school climate and a high level of teachers' commitment significantly enhance students' academic performance. Consequently, it was recommended that school principals should sustain positive organizational climates and strengthen supervisory practices that promote teachers' commitment



through effective classroom management, lesson planning, continuous assessment, and timely feedback to improve students' academic outcomes.

**Keywords:** Organizational, Climate, management, academic, performance, teachers, relationship, Motivation, commitment

## 1.0 Introduction

The organization climate constitutes the way individuals in an organization perceive and characterize their environment in an attitudinal and value-based manner. Perceptions may for example, include notions of cooperation, leadership support, trust, fairness, friendliness, conflicts, performance, standards and commitment. The researcher observed that some school principals seem to ignore the school climate, some of the teachers carry out their job in an 'unhealthy' atmosphere and this hampers the success of achieving teachers' commitment to work. Exhibiting non-challant attitudes to the provision of conducive teaching and learning environment, in such schools, resources for teaching and learning are inadequate and teachers often show lackadaisical attitude to work, and this affects students' academic performance negatively.

Also, where organizational climate provided by the principals seems not to be supportive, lacking collaborative relationships, clear communication, inadequate provision of necessary instructional resources and a culture of no respect and trust, this may not foster a conducive environment for effective teaching and learning. Students of such schools will not be well behaved or not serious with their studies, such unhealthy climate may foster discrimination, bullying, harassment, and will be generally unsafe environment. In schools like this the academic performance of the student is often very poor, even their morals are nothing to write home about.

The increase poor performance of students in SSCE O'levels has been attributed by stakeholders to teachers' factor. Where teachers are not committed to their work, they will be impact on their lesson preparation and delivery, classroom management, students' evaluation and feedback, mastery of their subject, use of instructional materials and record keeping. The problem of this study is to examine the organizational climate, teachers' commitment to work and students' academic performance relationship.

### 1.1 Purpose of the Study

The purpose of this study is to examine the relationship among schools' organizational climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central Nigeria.

Specifically, the study seeks to:



- 1) Ascertain the extent to which principals adopt paternal climate in public senior secondary schools in North Central, Nigeria.
- 2) Find out the extent to which principals adopt close climate in public senior secondary schools in North Central, Nigeria.
- 3) Determine the level of teachers' commitment to classroom management in public senior secondary schools in North Central, Nigeria.
- 4) Ascertain the level of teachers' commitment to students' evaluation and feedback in public senior secondary schools in North Central, Nigeria.
- 5) Find out the trend in student academic performance in public senior secondary schools in North Central, Nigeria.

## 1.2 Research Questions

The following research questions were raised and guided the study.

- 1) To what extent do principals adopt paternal climate in public senior secondary schools in North Central, Nigeria
- 2) Ascertain the level of teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central, Nigeria.
- 3) Determine the level of teachers' commitment to classroom management in public senior secondary schools in North Central, Nigeria.
- 4) Ascertain the level of teachers' commitment to students' evaluation and feedback in public senior secondary schools in North Central, Nigeria.
- 5) Find out the trend in student academic performance in public senior secondary schools in North Central, Nigeria.

## 1.3 Hypotheses

The following hypotheses formulated was tested at 0.05 level of significance.

$H_01$ : There is no significant relationship between teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central, Nigeria.

$H_02$ : There is no significant relationship between teachers' commitment to classroom management and students' academic performance in public senior secondary schools in North Central, Nigeria.

$H_03$ : There is no significant relationship between teachers' commitment to work, student evaluation, feedback and students' academic performance in public senior secondary schools in North Central, Nigeria.



H<sub>04</sub>: There is no significant inter-relationship among school climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria.

## 2.0 Method

### Research Design

The study adopted a correlational and *ex post facto* research design. The correlational design investigates the degree of relationship between two or more variables without manipulating them (Creswell, 2013). This design is appropriate for examining the relationships among organizational (school) climate, teachers' commitment to work, and students' academic performance in public senior secondary schools in North-Central Nigeria.

### Population of the Study

The population consisted of 1,889 principals and 23,367 teachers from 1,889 public senior secondary schools in North-Central Nigeria.

### Sample Size and Sampling Procedure

The sample included 25 principals and 357 teachers from 25 schools across six educational zones in three states (Kogi, Nasarawa, and Niger).

### Sampling Techniques

Multi-stage sampling: Selected states purposively due to similar socio-educational characteristics.

Stratified sampling: Schools clustered by educational zones; two zones randomly selected per state.

Proportionate sampling: Determined number of schools, principals, and teachers per zone.

Simple random sampling (balloting): Selected respondents within schools.

Table 1 (omitted here) presents the detailed distribution of sampled schools, principals, and teachers.

### Instrumentation

Three instruments were used for data collection:

1. Organizational Climate Questionnaire (OCQ) – 16 items across four sections; 4-point modified Likert scale (SA=4 to SD=1; VHE=4 to VLE=1).
2. Teachers Commitment to Work Questionnaire (TCWQ) – 15 items across three sections; 4-point modified Likert scale (VHL=4 to VLL=1).



### 3. Students' Academic Performance Proforma– SSCE results from 2014/2015 to 2023/2024. Categorized on a 4-point scale:

- Five credits including Mathematics and English = 4
- Five credits with either Mathematics or English = 3
- Five credits without Mathematics and English = 2
- Less than five credits = 1

Performance interpretation:

- 3.50–4.00 = Very good
- 2.50–3.49 = Good
- 1.50–2.49 = Poor
- 0.00–1.49 = Very poor

#### Validity and Reliability

OCQ and TCWQ were validated by the researcher's supervisors and two faculty lecturers for clarity, relevance, and comprehensiveness.

**Reliability was tested using a pilot study (2 principals, 22 teachers, 2 schools outside the sample) and the split-half method, yielding:**

OCQ = 0.68

TCWQ = 0.70

Instrument three (proforma) is standardized and did not require validation.

#### Data Collection Procedure

The researcher obtained introduction letters from the University of Abuja and state Secondary Education Boards. Questionnaires were administered on-site with research assistants, and unreturned questionnaires were collected within two days to maximize response rate. Students' SSCE results were collected from school records covering ten academic sessions (2014/2015–2023/2024).

#### Data Analysis

Research questions: Analyzed using mean and standard deviation; items with mean  $\geq 2.50$  considered agreed,  $\leq 2.49$  considered disagreed.

**Hypotheses: Tested using:**

Simple linear regression for hypotheses 1–6

Multiple regression for hypotheses 7–8 at 0.05 significance level.

Decision rule: p-value <0.05 = reject null; p-value >0.05 = accept null.

**3.0 Result and Data Analysis**

**Table 1: Simple Regression on Relationship between Teachers' Commitment to Lesson Preparation and Instructional Delivery in Public Senior Secondary Schools in North Central, Nigeria**

Sources of Variation	Sum of Squares	Df	Mean Square	F-value	P-value	Decision
1 Between Groups	5.248	1	5.248			Not Significant
Within Groups	165.312	23	7.187	0.730	0.402	
Total	170.560	24				

Table 1 indicated the relationship between teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central Nigeria, indicated that the F calculated value is 0.730 at the p-value of 0.402 which is higher than 0.05 level of significance at degrees of freedom of 1 and 23. Hence, hypothesis 5 is accepted meaning there is no significant relationship between teacher commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central Nigeria .

$H_06$ : There is no significant relationship between teachers 'commitment to classroom management and students' academic performance in public senior secondary schools in North Central, Nigeria.

**Table 2:  $H_06$ : Simple Regression on Relationship between Teachers' Commitment to Classroom Management and Students' Academic Performance in Public Senior Secondary Schools in North Central, Nigeria**



Sources of Variation	Sum of Squares	Df	Mean		Decision
			Mean Square	F-value	
Between Groups	34.937	1	34.937		
				12.742	0.002 Significant
Within Groups	63.063	23	2.742		
Total	98.000	24			

Table 2 indicated the relationship between teachers' commitment to classroom management and academic performance in public senior secondary schools in North Central Nigeria. Results indicated that the F calculated value is 12.742 at the p-value of 0.002 which is less than 0.05 level of significance at degrees of freedom of 1 and 23. Hence, hypothesis 6 is rejected meaning there is a significant relationship between teacher commitment to classroom management and students' academic performance in public senior secondary schools in North Central Nigeria.

$H_07$ : There is no significant relationship between teachers' commitment to work, student evaluation and feedback and students' academic performance in public senior secondary schools in North Central, Nigeria.

**Table 3: Simple Regression on Relationship between Teachers' Commitment to Work, Student Evaluation and Feedback and Students' Academic Performance in Public Senior Secondary Schools in North Central, Nigeria**

Sources of Variation	Sum of Squares	Df	Mean Square	F-value	P-value	Decision
Between Groups	60.640	2	30.320			
				14.360	0.000	Significant
Within Groups	1851.920	22	84.178			
Total	1912.560	24				

Table 3 indicated the relationship between teachers' commitment to commitment to work, student evaluation and feedback and students' academic performance in public senior secondary



schools in North Central, Nigeria. Results indicated that the F calculated value is 0.000 at the p-value of 14.360 which is less than 0.05 level of significance at degrees of freedom of 2 and 24. Hence, hypothesis 7 is accepted meaning there is a significant relationship between teachers' commitment to work and students' academic performance in public senior secondary schools in North Central Nigeria.

$H_08$ : There is no significant inter-relationship among school climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria.

**Table 4: Multiple Regression on Inter-relationship Among School Climate, Teachers' Commitment to Work and Students' Academic Performance in Public Senior Secondary Schools in North Central, Nigeria**

Sources Variation	of	Sum of Squares	Df	Mean Square	F-value	P-value	Decision
Between Groups		234.789	1	234.789			
Within Groups		1143.051	23	49.698	4.724	.040	Significant
Total		1377.840	24				

Table 4 indicated the inter-relationship among school climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria. Results indicated that the F calculated value is 4.724360 at the p-value of 0.040 which is less than 0.05 level of significance at degrees of freedom of 1 and 23. Hence, hypothesis 8 is accepted meaning there is a significant inter-relationship among school climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria.

### **3/1 Discussion of Findings**

The questions reviles that there is high level of teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central, Nigeria. However there is no significant relationship between teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central, Nigeria. On the contrary, (Huang 2023) found that the level of commitment and dedication teachers exhibit towards their work



significantly influences the learning outcomes of students. Studies of (Werang 2022) have indicated that teacher commitment in terms of support is a crucial factor that influences academic achievement through the mediation of academic self-efficacy and student engagement. When teachers provide support and guidance, students are more likely to feel empowered and engaged in their learning, leading to improved academic performance. The commitment of teachers to teaching has been identified as a key determinant of student academic performance, particularly in subjects like Indonesian language. Teachers who are highly motivated and dedicated have been found to positively impact students' academic outcomes. The level of commitment teachers demonstrate in the classroom directly correlates with the academic success of their students. Additionally, the enthusiasm and communication skills of teachers have been highlighted as essential factors influencing students' academic performance (Whittle 2015). Teachers who effectively convey knowledge and create engaging learning environments contribute to better academic outcomes among students

It revealed there was high level of teachers' commitment to classroom management in public senior secondary schools in North Central, Nigeria. Hence, there was a significant relationship between classroom management strategies and students' academic performance in public senior secondary school in North Central, Nigeria. The study of (Muhammad, Iqbal and Faridullah, 2019) focused on the relationship between the classroom management strategies used by secondary school teachers and the students' academic achievement. Findings from the study showed there was significant relationship between the classroom management strategies used by secondary school teachers and the students' academic achievement. Further findings from the study of (Taiwo and Busayo 2024) which conducted a study on the relationship between Classroom management and students' academic achievement in selected public secondary school in Ibadan North LGA, Oyo State. Hence there was a significant relationship between Classroom management and students' academic achievement in selected public secondary school in Ibadan North LGA, Oyo State.

It indicated that there was a high level of teachers' commitment to students' evaluation in public senior secondary schools in North Central, Nigeria. However it indicated there was no significant relationship between teacher commitment, students' evaluation and students' academic performance in public senior secondary school in North Central, Nigeria.

It revealed there was high trend in students' achievement is high in public senior secondary schools in North Central Nigeria from 2014/2015 to 2023/2024. Hence there was a significant inter-relationship among school climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria. This finding is an agreement with those of (Umar 2018) which investigated the relationship between teacher competence, school climate and students' academic performance in public senior secondary school students in Sokoto State. Results from the study indicated there was a significant relationship between teacher competence, school climate and students' academic performance in public senior



secondary school students in Sokoto State. Similarly, (Konold 2018) found that the quality of the school climate has a profound impact on student engagement, subsequently influencing academic performance. A nurturing school climate fosters a sense of belonging, safety, and support, creating an environment conducive to academic success. Moreover, school climate has a profound impact on both teachers and students, significantly influencing the quality and effectiveness of the educational experience (Kutsyuruba 2015).

#### **4.0 Conclusion and Recommendations**

The study concluded that principals adopt close climate to a high extent in public senior secondary schools in North Central, Nigeria. There was no significant relationship between close climate and students' academic performance in public senior secondary Schools in North Central Nigeria. There was high level of teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central, Nigeria. There was no significant relationship between lesson preparation and instructional delivery in public senior secondary schools in North Central Nigeria. Teachers' commitment to classroom management in public senior secondary schools in North Central, Nigeria. There was a significant relationship between classroom management strategies and students' academic performance in public senior secondary school in North Central, Nigeria. There was a high level of teachers' commitment to students' evaluation in public senior secondary schools in North Central, Nigeria. There were no significant relationships between teacher commitment and students' evaluation and students' academic performance in public senior secondary school in North Central, Nigeria. Students' academic performance is high in public senior secondary schools in North Central, Nigeria. There was a significant inter-relationship among school climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central Nigeria.

In line with the findings of this study, the following recommendations were made:

- 1) Principals should ensure they properly monitor and supervise teachers towards being committed to lesson plan and presentation so that they can effectively deliver classroom instruction.
- 2) Principals in collaboration with their teachers should ensure they adopt the use of classroom management strategies that can effectively help in improving classroom instruction for the purpose of improving academic performance.
- 3) School Administrators, Ministry of Education, SUBEB should ensure that teachers are empowered to be fully committed to their work for the purpose of effectively evaluating students and enhancing their academic performance.
- 4) School administrators should work towards ensuring that a good and conducive school climate is created in order to enhance teachers' commitment to work, instructional delivery



and work towards students' academic performance in public secondary schools in the North Central, Nigeria

- 5) School administrators in public senior secondary schools in North Central, Nigeria, should work harmoniously with teachers in their various schools in order to maintain and possibly improve a high trend in students' academic performance.

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