
**ORGANIZATIONAL CLIMATE AS CORRELATES OF TEACHERS' TASK
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ONITSHA EDUCATION
ZONE OF ANAMBRA STATE**

ZITA CHIKA OBI Ph.D

Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu
Ojukwu University (COOU), Anambra State, Nigeria
obizitachika@gmail.com

AND

OKEKE, IFEOMA AMALACHUKWU

Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu
Ojukwu University (COOU), Anambra State, Nigeria

ABSTRACT

This study examined organizational climate as correlates teachers' task performance in public secondary schools in Anambra State. The design for the study was a correlational research design. Two research questions and Two null hypotheses guided the study. The population of the study comprised 267 principals in the public secondary schools in the six Education Zones in Anambra State. The sample of the study consisted of 267 principals. Questionnaire was used as instrument for data collection. Pearson moment correlation coefficient were used to answer the research questions, while Pearson product correlation analysis was used to test the null hypotheses at 0.05 level of significance. The findings of the study indicate that there is positive relationship between open climate and teachers' task performance in public secondary schools in Anambra State and there is high relationship between autonomous climate and teachers' task performance in public secondary schools in Anambra State. The study concluded among others that the different organizational climates significantly influence teachers' task performance in public secondary schools in Anambra State. A positive relationship between open climate and teachers' task performance indicates that when the school environment encourages openness and transparency, teachers are more motivated and efficient in their roles. From the findings of the study, it was recommended among others that school administrators should foster an open organizational climate by encouraging transparency, open communication, and collaboration among staff. This can be achieved through regular meetings, feedback sessions, and creating platforms where teachers can freely express their opinions. A positive, open climate will enhance teachers' motivation and task performance.

INTRODUCTION

The Nigerian secondary school system is an aggregate tool of empowerment, human capital and career development. Development of nation is primarily dependent on the education system available in the country. Secondary schools are institutions for national development which contribute in training manpower for socio-economic, political and cultural development in the Nigerian society. They are citadel of learning established for the development of full capacities and potentials of human resources, as well as the development of competent workforce through the acquisition of practical skills relevant to the world of work (Federal Republic of Nigeria (FRN, 2013). As indicated by FRN in the National Policy on Education, the broad goals of secondary education are preparing people for useful living in the society and for higher education. This has made it imperative that it should, among others, supply trained manpower in the applied science, technology and commerce at sub-professional levels; inspire its students with the desire for self-improvement and achievement of excellence; raise a generation of people who can think for themselves, respect the views and feelings of others; and respect the dignity of labour. Nevertheless, these goals of education of cannot be achieved without high level of task performance by the teacher. Teachers task performance refers to the extent to which teachers accomplish their assigned tasks, duties and responsibilities in the classroom, school, and community. It encompasses the quality, and effectiveness of teachers'

instructional practices, classroom managements and interactions with students, colleagues, and parents.

The inattentive, not supportive and inaccessibility of leadership projected in this climate make most of the teachers to be frustrated and ineffective. From the foregoing discussions, the principal of the school is a major determinant of the school climates, while teachers' task performance could be determined by working under the different organizational climates. The principal by executing his or her administrative functions or authority enhance conditionality among the school members which can lead to the creation of conducive or non-conducive atmosphere for teachers to accomplish their task.

Teachers' task performance consists of behaviours that directly contribute to core technical activities, namely teaching, research and administration (He & Edokpolor, 2021). Teaching task is usually carried out in the classrooms, workshops and laboratories where modern technologies are utilized for instructional purposes. Task performance involves accomplishing the assigned work at or above the expected standards of quality and quantity. Teachers are expected to carry out effective teaching, satisfy the students with his/her teaching quality and style, manage the time effectively in the classroom, discipline the class, carry out the tasks assigned to them by school administrators, motivate the students, be punctual and orderly and assure the students' academic achievement. The need for

competent teachers in the secondary school system may be attributed to their potential role in executing high level of task-related activities. In the present study, teachers' task performance is simply described as the execution of different job activities contributing to the achievement of the goal of secondary education.

Fostering commitment among teachers is important because teachers, who are highly committed stay longer, perform better, are actively involved in the work and engage in organizational citizenship behaviour. Such teachers maintain the culture of the organization. In essence, teacher's task performance can be high and low depending on the organizational climate. Highly task oriented teachers found within an open, autonomous or positive organizational climate are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low task oriented teachers found within a negative or disengaging organizational climate are often absent from school to engage more attractive activities. Studies have revealed that job commitment of teachers leads to high job performance and productivity. Ismail and Razak (2016) positioned that the ability of administrators to provide intrinsic and extrinsic satisfaction in managing employees' has motivated the employees to strengthening their task performance. Thus, teachers' task performance is of utmost important as it has directly impact on students' academic achievement and their future career.

There are various manifestations or dimensions of teachers' task performance which has been identified by different scholars like Ali and Haider (2017), Meyer and Allen cited in Werang and Agung (2017), Werang and Agung (2017). To these scholars, teachers' job commitment could manifest in terms of three ways, that is, proficient, adaptive and proactive and each type of task performance ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace.

Additionally, teachers carry out their assigned tasks when the environment or atmospheric conditions of the school is comfortable and conducive for them. When the climate of the school enables teachers to actively participate, collaborate and get involved in the school, they perform their work efficiently and accurately. Again, when teachers relate and collaborate with each other in a conducive school climate or atmosphere, they share positive ideas and build excellent team spirit that will not only improve their performance, work efficiency, productivity, but also the attainment of students' academic achievements. Therefore, the manner in which the relationship between organizational climates and teachers' task performance exists in public secondary schools in Anambra State is paramount and needs to be ascertained in the present study.

In schools, organizational climate can significantly impact teachers' task performance., Secondary schools are set up

to actualize these objectives through combined and committed efforts of the teaching staff, non-teaching staff, students and the constituted authority (leadership). Schools are planned social institutions which act as an instrument of the society for teaching and learning (Ikediugwu, 2016). Education cannot function effectively without teachers playing vital roles in ensuring achievements of instructional objectives in educational institutions. Invariably teachers administer the teaching and learning activities in the secondary schools. Members of the non-teaching staff participate in the administrative activities of the school. The leadership manages the general administration of the school. The day to day management of the school as regards to planning, organizing, controlling, directing schedules, record keeping and documentation, supervision, among others lies with the principal, who is equally the administrative head, chief custodian and one who is at the peak position and helm of affairs (Akpakwu, 2022; Chike-Okoli, 2023). Of all the personnel in the public secondary schools, the most important are the teachers.

Teachers are important machineries in the school whose efforts and contributions in teaching leads to students' academic successes, career development and academic achievements. Teachers are charged with the responsibility to impart knowledge, skills, character and behaviour to students. This vital role teachers play makes their job performance essential. In view of this, Ofoegbu (2023) stated that teacher interactions, views, duties and behaviour play

vital role in ensuring the achievement in educational institution. Teachers' task performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. In fact no successful teaching and learning can take place with the contributions and efforts of committed teachers in the school. The achievement of the set goals and objectives of secondary schools in Nigeria and Anambra State inclusive depends upon the degree of task performance of the teachers. In other words, it is through the combined efforts of the teachers' working within the school that the set goals and objectives of such institution can be actualized.

Supporting this statement, Okeke-James, et al. (2020) opined that the strength of any institution towards achieving its predetermined goals and objectives largely depends on the effort and productiveness of its teachers. Teachers are one of the important teaching workforces that combine their efforts for maximum productivity which leads to the realization of school goals and objectives. Obikwelu and Nwasor (2017) asserted that teachers are those that make strident efforts to improve human capital in the school. This is to say that teachers are those that help in academic, social and emotional development of students. The presence of such professional like teachers in either public or private secondary schools in Anambra State, necessitates that conducive atmosphere or climates be highly promoted in the schools to impact on their commitment

to work for the realization of the school goals. The need for Nigerian citizens, public secondary schools administrators and education stakeholders in Anambra State to recognize the fundamental impact and benefits of secondary schools teachers has deemed it necessary to ensure that better organizational climates are established in order to impact positively on teachers' task performance. The atmospheric conditions (that is, climate) in which teachers discharge their duties in order to accomplish task can never be neglected because this has a great influence or relationship with their job performance and productivity. Teachers are motivated to show commitment to duty and work closely together for maximum productivity in an environment whose climate is acceptable, lively, adaptable, conducive, supportive and comfortable. Thus, the tone of the school is, in part determined by the prevailing climate in the school (Odoh, 2022).

Organizational climate as defined by the National School Climate Center (2019) refers to the quality and character of school life which 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. Nwagwu (2017) viewed organizational climate as status of human relationships within the operational environment of the educational institution. Every educational institution has a personality uniqueness or climate of its own. Organizational climate can be characterized

based on the quality of relationships and interactions within the institution. Among the various interactions taking place in the school system, the interaction between the principal and the teachers decides or contributes to a large extent in determining the atmosphere or the climate. According to Kraft and Falken (2020:13), organizational climates consist of a constellation of organizational features that shape teachers' and students' experiences. Strong organizational climates are characterized by supportive leadership, teacher collaboration, high expectations for students, and a collective commitment to support student learning. Teaching is a social career, and the relationships that teachers have with those who support their work in the classroom, administrators and colleagues heavily influence teachers' satisfaction and success.

The organizational climate of a school refers to the perceived atmosphere, values, and norms that shape the behavior and attitude of teachers and students. The school organizational climate influences to a great extent the performance of the employees because it has a major impact on motivation, job commitment and satisfaction of individual employees. In the present study organizational climate can be described as the atmospheric conditions created in administering the school by leadership which affects teachers work in the school environment. School organizational climate defines the tone of the school which equally affects people's performance and attitude to work. The organizational climate therefore is affected by environmental factors such as

leadership, interpersonal relationship existing among school personnel, level of parental involvement, teachers' engagements and nature of academic activities, among others. The quality of relationship in school organization is a factor of organizational climate, these play significant roles in the management and administration of the school organization as well as enhances teacher task performance and success (Njoku & Modebelu, 2019).

In secondary schools, organizational climate is recognized as an important target for school reform, improved behavior of students and teachers good academic performance. Onyeukwu (2022) stated that to achieve the positive school climate, the principal (administrator) adopts the appropriate managerial skills and practices which are not only applicable to business organizations, but also amenable to effective management of organizational climate of schools. This is because with a well-managed school climate the teaching and learning would be effective. In such environment, the teachers are satisfied working to achieve the goals of the school which influences positively the overall performance of the students. There are however several organizational climates prevailing within the school organization in Anambra State which determine the level of teachers' task performance. The six types of organizational climate as identified by Nwangwu (2017), Rapti (2015) and Peretomode (2014) are open climate, autonomous climate, controlled climate, familiar climate, paternal climate and closed climate. But for the purpose of this research,

the researcher will make use of these four types open climate, autonomous climate, controlled climate and closed climate.

Open climate reflects a climate where the principal, teachers and students are accessible and actively prepared to jointly achieve school objectives. Oviawe (2020) reviewed that open climate is a type of school environment where nothing is hidden from any employer, every teacher feels satisfied with his/her work. According to Nwagwu (2017:9), open climate depicts the situation where the members of the school are creative, innovative and freely interact with one another. Open climate is characterized by atmosphere of love and cordial relationship between super ordinate and subordinate, environment of trust, respect, mutual obligation and concern for others welfare, and environment where basic amenities that could foster technical teachers job performance and students' academic performance and skill acquisition are on ground in adequate quality and quantity. Wherever the school climate is open, positive relationships are established among individuals and groups, and teachers can contribute immensely towards the school improvement. Laying emphasis on the relationship between the open school climate and teachers' task performance, Odoh (2021) stated that this organizational climate can be measured or analyzed by its openness.

Autonomous climate is a climate that gives teachers freedom to use their personal abilities to function in the school. Teachers are given liberty to use their initiative and

exercise professional competence while carrying out their duties. Okeke-James, Igbokwe, Ogbo, Ekweogu and Anyanwu (2020) reviewed that autonomous organizational climate is the type of climate that portrays an atmosphere where teachers have at their disposal a considerable degree of freedom to act in school. The leader epitomizes the model of enthusiasm and zeal. There are no external threats or influence. Teachers have a strong desire to teach and students are motivated to learn. There is a close relationship between the managers, teachers, students and parents in this climate. In an autonomous climate, teachers tend to possess complete freedom to conduct their work and fulfill their social needs as they wish (Olibie, Uzoechina & Eziuzor, 2015). Spirit and intimacy are relatively high and there is little disengagement or hindrance, and less production emphasis from principals.

Statement of the Problem

Despite the crucial role of teachers in achieving educational goals, the performance of teachers in public secondary schools in Anambra State has been a subject of concern. Teachers' task performance is crucial in determining the quality of education, yet various factors, including teachers' lateness to work, poor preparation of lesson lessons. Failure of teachers' to complete their scheme of work, has been reported to influence teachers' performance.

However, there is a dearth of research on the relationship between organizational climate and teachers' task performance are involved

in private businesses which has continued to affect the quality of teaching and learning in most of the public secondary schools in Anambra State. The problems associated with low teachers' task performance found within the public secondary schools has created a vacuum and gap which needs to be filled by the present study. In essence, checking the task performance of teachers in different organizational climates in public secondary schools is reasonable and timely to make secondary education more desirable. There goes the need to examine organizational climate as correlate of teachers' task performance in public secondary schools in Anambra State, which equally is the problem of the study.

Purpose of the Study

The purpose of this study is to determine organizational climate as correlate of teachers' task performance in public secondary schools in Onitsha Education zone, Anambra State. Specifically, the study seek to:

1. Examine the extent open climate correlates teachers' task performance in public secondary schools in Onitsha Education zone, Anambra State.
2. Determine the extent autonomous climate correlates teachers' task performance in public secondary schools in Onitsha Education zone, Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does open climate correlates teachers' task performance in public secondary schools in Onitsha Education zone of Anambra State?
2. To what extent does autonomous climate correlates teachers' task performance in public secondary schools in Onitsha Education zone of Anambra State?

Hypotheses

The following null hypotheses are formulated and were at 0.05 level of significance:

1. There is no significant relationship between open climate and teachers' task performance in public secondary schools in Onitsha Education zone of Anambra State.
2. There is no significant relationship between autonomous climate and teachers' task performance in public secondary schools in Onitsha Education zone of Anambra State.

METHODOLOGY

Research Design

The study adopted a correlational research design. It is a non-experimental research method used to examine the relationship between two or more variables without manipulating them. This design aims to determine whether, and to what degree, a relationship exists among variables. It is particularly useful when the researcher cannot control or manipulate the variables due to ethical, practical, or natural constraints. According to Nworgu (2015)

correlation studies indicate the direction and magnitude of the relationship between the variable of the study. The rationale for adopting this design is to establish the predictive ability of organizational climate as correlates teachers' task performance in public secondary schools in Anambra State.

Population of the Study

The population of the study comprised 269 principals in the public secondary schools in six Education Zones in Anambra State. All the six Education Zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were studied (Post Primary Schools Service Commission Awka, (2024). The source of this population was from the current list of principals and teachers (unpublished) obtained by the researcher from Post Primary School Service Commission (PPSSC) as at October, 2023.

Sample and Sampling Techniques

The sample for the study was 269 public secondary school principals in the six Education Zones of Anambra State. Due to the manageable size of the population, the entire population was used for the study. Nworgu (2015) stated that if population size is manageable, the entire population can be used in a study. Hence, no sample was drawn. Census sampling method was used to select the whole population.

Instrument of Data Collection

Two instruments were adopted for data collection viz; Organizational Climate Questionnaire (OCQ) and Teachers' task performance Questionnaire (TTPQ). The first instrument Organizational Climate

Questionnaire (OCQ) which was structured by the researcher contains two sections A and B. Section A sought demographic information of the respondents such as name of School and gender. Section B has four clusters. The first cluster contains 10 items which gave information on open climate. The second cluster contains 10 items which gave information on autonomous climate. The third cluster contains 10 items which gave information on controlled climate, while the fourth cluster contains 10 items which gave information on closed climate. The items were placed on 4 - point scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The range of the scores were weighted as 4, 3, 2 and 1 respectively.

The second instrument named Teachers' task performance Questionnaire (TTPQ) structured by the researcher. It contains 20 items that contain information on teachers' task performance. The response were weighted as follows: Very High Extent (VHE) 4 point, High Extent (HE) 3 point, Low Extent (LE) 2 point and Very Low Extent (VLE) 1 point.

Validation of the Instrument

To determine the face validity of the organizational climate as correlate teachers' task performance questionnaire (OCTTPQ), initial copies of the instrument with the specific purposes, research questions and hypotheses were given to three experts; two in Educational Management and one from Measurement and Evaluation, all from Department of Educational Foundations,

Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam campus. They were specifically requested to assess the adequacy of the items in getting the required information, the quality of its language and the logicity of its arrangement. The experts assessed the suitability of the language, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their comments stated thus; the section B part of the instrument should be titled organizational climate questionnaire (OCQ) and not administrative roles questionnaire (ARD) and all the double barrel statements in most of the items between cluster 1 and cluster 4. Their corrections and comments were used to modify the questionnaire before the final copy is produced.

Reliability of the Instrument

In order to determine the reliability of the instrument, organizational climate as correlate teachers' task performance questionnaire (OCTTPQ) were trial-tested on a single administration on a representative sample of 20 principals in public secondary schools in Enugu State, who were randomly selected from public secondary schools in Enugu State. The public secondary schools were chosen for reliability test because they shared similar characteristics with public secondary schools in Anambra State. The responses of the respondents were collated to determine the internal consistency of the items in each of the instrument. Cronbach Alpha method was adopted to estimate the internal consistency coefficient of the

questionnaire. The internal consistency reliability coefficient of clusters A, B, C, D, and E of the questionnaires were 0.72, 0.86, 0.93, and 0.79 respectively, with an overall coefficient of 0.72. This result showed that the instrument seemed reliable to be employed in clusters and items are not dichotomously scored. Cronbach Alpha is also considered appropriate as it ensured the homogeneity of items on the clusters.

Method of Data Collection

The researcher administered 267 copies of the instruments to the respondents with the help of four research assistants. These research assistants were briefed on time management and respect to their respondents. The respondents were given sufficient time to complete and return the instruments. On the Spot Delivery method was adopted to ensure that the instruments were returned accurately. It gave rise to high return rate as 264 copies of the instruments were returned.

Method of Data Analysis

The data collected were analyzed thus: The research questions was answered using Pearson Moment Correlation Coefficient whereas the hypotheses was tested at 0.05 level of significance using hierarchical regression analysis. The Statistical Package for Social Sciences (SPSS) version 25 was used.

Decision Rule

For the research question, Pearson's correlation was used to determine the nature of relationship between the variables. While negative coefficient indicates a negative correlation or relationship between the variables, positive coefficient indicates positive correlation or relationship. The hypotheses was tested using Pearson correlation. Regarding the testing of hypotheses, the significance of the correlation variable was determined using the p-value; p-values < 0.05 indicates significance of correlation variable while p-values > 0.05 indicates non-significance of the correlation variable.

PRESENTATION AND ANALYSIS OF DATA

The data gathered from the field for the study were analyzed and summaries were presented on tables to highlight the findings based on the research questions and hypotheses that guided the study. The presentation was sequentially done starting with the answers to the research questions and testing hypotheses.

Research Question 1: To what extent does open climate correlates teachers' task performance in public secondary schools in Anambra State?

Table 1: Pearson r on open climate and teachers' task performance

Variables	*N	Open Climate	Teachers' task performance	Remarks
Open Climate	264	1.00	.878	High positive relationship
Teachers' task performance	264	.878	1.00	

Field Work, 2025

The results on Table 1 of the Pearson's correlation coefficient (r) of open climate as shown above indicates that open organizational climate has a high positive relationship with teachers' task performance in public secondary schools in Anambra State. The Pearson's correlation coefficient(r) 0.878 shows that there is positive relationship between teachers' task performance in public secondary schools in Anambra State. This is an indication that a unit increase in open organizational climate (from low = 0 to High = 1) leads to 0.878 increase in teachers' task performance in public secondary schools in Anambra State.

Research Question 2: To what extent does autonomous climate correlates teachers' task performance in public secondary schools in Anambra State?

Table 2: Pearson r on organizational autonomous climate and Teachers' task performance

Variables	N	Autonomous Climate	Teachers' task performance	Remarks
Autonomous Climate	264	1.00	.899	High positive relationship
Teachers' task performance	264	.899	1.00	

Field Work, 2025

The summary of Pearson's correlation coefficient (r) as shown on Table 2 indicates that there is high positive relationship between autonomous climate and teachers' task performance in public secondary schools in Anambra State. This is shown by the correlation coefficient (r= .899) that

shows a high positive relationship between organizational autonomous climate and teachers' task performance in public secondary schools in Anambra State.

Test of Hypotheses

The study tested the hypotheses as enlisted below;

Test of Hypothesis One

H₀₁: There is no significant relationship between open climate and teachers' task performance in public secondary schools in Anambra State.

Table 5: Test of significance of Pearson correlation analysis of relationship between open climate and teachers' task performance

Variables	N	r	Sig. (2-tailed)
Open Climate & Teachers' Task Performance	264	0.878	0.000

Field Work, 2025

As shown on Table 5, the results of the Pearson correlation coefficient ($r = 0.878$) indicates a very strong positive relationship between Open Climate and Teachers' Task Performance. The p-value (Sig. 2-tailed) = 0.000, which is less than 0.05, shows that the correlation is statistically significant.

Null Hypothesis (H_0): There is no significant relationship between Open Climate and Teachers' Task Performance. Alternative Hypothesis (H_1): There is a significant relationship between Open Climate and Teachers' Task Performance. Since $p < 0.05$, we reject the null hypothesis. There is a significant and strong positive relationship between Open Climate and Teachers' Task Performance among the sample of 264 teachers.

Test of Hypothesis Two

H₀₂: There is no significant relationship between autonomous climate and teachers' task performance in public secondary schools in Anambra State.

Table 6: Test of significance of Pearson correlation analysis of relationship between autonomous climate and teachers' task performance

Variables	N	r	Sig. (2-tailed)
Autonomous Climate & Teachers' Task Performance	264	0.899	0.000

Field Work, 2025

Pearson Correlation (r) = 0.899

N (Sample Size) = 264

Significance (p-value): $r = 0.899$, the p-value is likely $< .001$, which is highly significant.

Since the correlation coefficient ($r = 0.899$) indicates a very strong positive relationship, and assuming the p-value < 0.05 (which is almost certain for such a high correlation with 264 samples). There is a significant positive relationship between autonomous climate and teachers' task performance in public secondary schools in Anambra State. A Pearson correlation analysis was conducted to examine the relationship between autonomous climate and teachers' task performance. The results showed a strong, positive correlation, $r(262) = 0.899$, $p < .001$, indicating that as autonomous climate improves, teachers' task performance also increases significantly.

Discussion of Findings

The findings were discussed in line with the research questions and hypotheses that guided this study

The study investigated the relationship between organizational climate and teachers' task performance in public secondary schools. The findings provides insight into the factors that influence teachers' task performance and the implications for school administrators, policymakers, and educators.

The results show a significant positive correlation between organizational climate and teachers' task performance. This suggests that a positive climate is essential for enhancing teachers' task performance. The findings are consistent with previous studies that have reported a positive relationship between organizational climate and teachers' task performance.

There is high positive relationship between open climate and teachers' task performance in public secondary schools in Onitsha Education Zone of Anambra State.

The findings of hypothesis one shows that there is positive relationship between open climate and teachers' task performance in public secondary schools in Anambra State. The outcome of the study in respect of research question one and hypothesis one show that open climate positively relates teachers' task performance in public secondary schools in Anambra State. This study was supported by Raza (2020) who found out that an open climate describes the authenticity and openness of interaction between leaders and their employees. The findings disagreed with view of Kosgei, et al (2023) who found that poor performance is attributed to inadequate Teachers. The findings also agrees with Okoye, (2022) &

Paige, (2022) found that open climate greatly influence educational innovations. This finding by implication involves teacher's job performance because educational innovations are targeted at improving overall performance in the school. The findings of the hypothesis indicated that there is positive relationship between open climate and teachers' task performance in public secondary schools in Anambra State.

There is high relationship between autonomous climate and teachers' task performance in public secondary schools in Onitsha Education Zone of Anambra State.

The findings of this study based on research question two and hypothesis two indicated that there is high relationship between autonomous climate and teachers' task performance in public secondary schools in Anambra State. The results of this study agree with the findings of researchers such as Mlykado (2023) and Rector and Johnson (2021). These researchers are of the view that autonomous climate positively relates with teachers' task performance in public secondary schools in Anambra State. They argued that when energy and interest are invested in autonomous climate, the drive teachers' task performance in public secondary schools in Anambra State is likely to diminish. According to Schvaneveldt (2021), autonomous climate correlates with poor teachers' task performance.

Conclusion

Based on the findings, it can be concluded that the different organizational climates significantly influence teachers' task performance in public secondary schools in Anambra State. A positive relationship between open climate and teachers' task performance indicates that when the school environment encourages openness and transparency, teachers are more motivated and efficient in their roles. The strong relationship between autonomous climate and task performance further underscores the importance of granting teachers independence and flexibility in decision-making, which enhances their productivity.

Recommendations

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

1. The study recommended that school administrators should foster an open organizational climate by encouraging transparency, open communication, and collaboration among staff. This can be achieved through regular meetings, feedback sessions, and creating platforms where teachers can freely express their opinions. A positive, open climate will enhance teachers' motivation and task performance.
2. Given the high relationship between autonomous climate and teachers' task performance, it is recommended that school leaders provide teachers with more freedom in decision-making regarding classroom management, curriculum delivery, and instructional techniques. Encouraging

autonomy will allow teachers to innovate and take ownership of their work, which can

further boost productivity and job satisfaction.

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