

ORGANIZATIONAL CLIMATE, TEACHERS' COMMITMENT TO WORK AND STUDENTS' ACADEMIC PERFORMANCE, IN PUBLIC SENIOR SECONDARY SCHOOLS, IN NORTH CENTRAL NIGERIA

BY

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Abstract

The study investigated Organizational (school) climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria. This study was anchored on Four theories: Open-Close Continuum Theory by (Halpin and Croft 1963), Frederick Herzberg Two-Factor Theory of Motivation by (Frederick Herzberg 1959, Theory on Commitment to Work by (Becker's Side-Bet 1960) and Theory of Academic Performance by (Don Elger 2007). Literatures relevant to the study and some empirical studies were reviewed. The study adopted correlational and Ex-po factor research designs. Nine research objectives, nine research questions and eight hypotheses were developed respectively for the study. The population of the study comprised of 1,889 principals and 23,367 teachers in 1,889 public senior secondary schools in the North- Central, Nigeria. The sample size consisted 25 Principals and 357 Teachers in Public Senior Secondary Schools in 6 Educational Zones in 3 States in North Central Nigeria. Multi-stage sampling technique was used in selecting the number of schools and teachers for the study. The instruments used for data collection were Organizational (school) Climate Questionnaire" (OCQ), Teachers' Commitment to Work Questionnaire' (TCWQ) and Students' Academic Performance (Profoma) from 2014/2015-2023/2024 academic session. The instruments were validated and the OCQ and TCTWQ were tested for reliability which yielded reliability indices of 0.68 and 0.70 respectively. Mean and standard deviation was used for

answering the research questions while Simple linear regressions were used for testing hypothesis 1 – 6 and multiple regressions was used for testing hypotheses 7 - 8. Findings from the study showed there was a significant relationship between organizational (school) climates, teachers' commitment to work and students' academic performance in public senior secondary schools in North Central, Nigeria. The study concluded that students' academic performance is significantly interrelated to organisational (school) climate and teachers' commitment to work in Public Senior Secondary Schools in North Central Nigeria. The study recommended that principals should sustain any organizational climate that suits their learning environment and also ensure they supervise teachers in getting committed to their work through effective classroom management, lesson plan preparation, students' evaluation and feedback in order to facilitate improved academic performance.

Keywords: ORGANIZATIONAL CLIMATE, TEACHERS' COMMITMENT TO WORK AND STUDENTS' ACADEMIC PERFORMANCE,

1.0 Introduction

The school as an organization possess a distinctive setting, or context, within which the interaction of teachers, students, and parents occurs. Among factors that make up this setting is the organizational climate, which can be either conducive or unconducive to the attainment of desired objectives. The organizational climate, refers to the atmosphere that prevails in the organization and is characterized by the social and professional interactions of the students, teachers, Principals, and other Stakeholders. (Abeya 2017).

Organizational climate in general term has to do with the, atmosphere, tone, ideology, or milieu of a school. Just as individuals have personalities, so too do schools; a school climate may be thought of as the personality of a school. It's the organizational climate that portray's the quality and character of the school life. School organizational climate is based on patterns of students', parents' and school personnel's' experience of school life and reflects norms, values, goals, interpersonal relationships, teaching and learning practices and organizational structures.

The Organizational climate is the prevailing atmosphere, culture, and environment within a school that influences the behaviors, attitudes, and interactions of all stakeholders, including teachers, students, administrators, and staff. It encompasses the shared values, norms, beliefs, and practices that shape the overall ethos of the school community. It also seen as the structure of the school which includes the school buildings, the play grounds, equipment, school records, libraries and other material resources necessary for effective teaching and learning process (Mgbodile, 2013).

Organizational climate varies from one school to another within the same area. (Murshidi 2018) sees Organizational climate as the atmosphere of school made up of the attitude shared by members of sub-groups like; students, teachers, other staff and the school population as a whole. (Sorigan and Awuwoloye 2015) observed that environmental concern remains one of the major focuses of contemporary scholarship, some environmental settings and factors which help in defining organizational climate. (Olibie, Uzoechima and Eziuzor, 2015) identified organizational climate to include: open school climate, autonomous school climate, controlled school climate, familiar school climate, paternal school climate and closed school climate. These are presented below:

- (i) The open school climate is an energetic lively school atmosphere, focused at realizing defined organizational goals, while providing satisfaction for members' needs.
- (ii) Autonomous school climate is a school atmosphere where the administrator focuses more on the needs of the staff and students than achieving the school goals.
- (iii) Controlled school climate is a type of climate where the relationship between the principal, students and teachers is cordial and little is done to enforce rules and regulations.
- (iv) Familiar school climate is characterized by high consideration of the needs and interests of individuals in the school with little emphasis on production (Olibie, Uzoechima & Eziuzor, 2015).
- (v) The closed school climate is a school atmosphere where the principal is not dynamic and does not cultivate the cooperation of his/her subordinates.

The organizational climate plays a significant role in influencing teachers' commitment to their work and overall job satisfaction and performance. Teachers' commitment to work is characterized by dedication to their profession, students, and the school community. It involves a deep sense of responsibility, passion for teaching, and a desire to make a positive impact on students' lives. Teachers who are committed to their work demonstrate resilience, perseverance, and a willingness to go above and beyond to support their students' learning and well-being. Their commitment is reflected in their continuous professional growth, collaboration with colleagues, and efforts to create a supportive and inclusive learning environment. Ultimately, teachers' commitment to work is driven by their belief in the transformative power of education and their unwavering commitment to nurturing the potential of every student.

Teachers are major stakeholders within the education sector and their level of job commitment has been identified as a critical factor in the attainment of quality education in secondary schools (Atanda, Ademoyegun and Olatunde 2019). Quality in education has to do with the relevance and appropriateness of the inputs available for the delivery of the system. The inputs are human (educational managers, students) and materials resources which have to be properly harnessed in

school towards assuring quality standards. (Okutepa 2018) asserted that teachers who are committed to the students lead classroom activities are more meaningful, introducing new ways of learning, and altering the teaching materials so that they are more relevant and of greater interest to students.

Teachers' commitment to work is a psychological state where educators show dedication, passion, and loyalty to their profession and school institution. This commitment involves a sense of responsibility towards achieving school objectives, engaging in instructional practices, and enhancing student learning outcomes. Teachers' commitment is characterized by investing time in professional development, maintaining a positive attitude, and building connections with students, colleagues, and the school community.

According to (Werang, Betaubun and Pure 2015) teachers' commitment to work can be high and low. Highly committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low committed teachers are often absent from school to engage more attractive activities such as heading for urban area to caring family. Teachers demonstrate commitment to their work through their unwavering dedication to students' academic and personal growth, investing time and effort to create engaging and inclusive learning environments that cater to diverse student needs. They continuously seek professional development opportunities to enhance their teaching skills, stay updated on educational trends, and adapt their practices to meet evolving student needs. Teachers collaborate with colleagues, parents, and the community to foster a supportive network that prioritizes student success and well-being. They go above and beyond by providing personalized support, mentoring students, and advocating for resources to ensure every student has the opportunity to thrive academically and socially. Ultimately, teachers' commitment is evident in their passion for teaching, resilience in the face of challenges, and relentless pursuit of excellence in education that leads to better students' academic performance.

Students' academic performance is the ability to demonstrate knowledge, skills, and understanding in various subject areas as assessed through tests, assignments, projects, and other academic evaluations. It encompasses students' achievement levels, grades, and overall success in meeting learning objectives and academic standards set by educational institutions. Students' academic performance encompasses the level of achievement and success demonstrated by students in their educational pursuits, typically assessed through evaluations, examinations, grades, and overall academic results. Academic performance is a reflection of students' capacity to understand, apply, and retain knowledge, as well as their proficiency in critical thinking, problem-solving, and academic tasks within a specific educational setting.

Academic performance is influenced by factors such as students' motivation, engagement, study habits, learning styles, and socioeconomic background and teachers' commitment to work. It reflects students' mastery of content, critical thinking skills, problem-solving abilities, and application of knowledge in real-world contexts. Academic performance is often measured through quantitative assessments, qualitative evaluations, standardized tests, and teacher observations to gauge students' progress and proficiency in different subjects. Factors like attendance, participation, homework completion, and class participation also contribute to students' academic performance and overall success in school. Teachers play a crucial role in supporting students' academic performance through effective teaching, feedback, differentiated learning strategies, and personalized support to address individual learning needs. Parents, guardians, and the school community also play a vital role in fostering a conducive environment that promotes students' academic success and overall well-being. Academic performance is not solely based on grades but also encompasses students' growth, development, and ability to apply their learning to solve complex problems and engage in critical thinking. It is a multifaceted concept that reflects students' intellectual abilities, cognitive skills, creativity, and capacity to learn and adapt to new challenges in their academic journey.

There have been calls from stakeholders for improving educational standards and raising studies achievement. The assumption is that school organizational climate has relationship with teacher commitment to work which impacts on students' academic performance. Thus, there is the need to investigate school organizational climate, teachers' commitment to work and students' academic performance in public senior secondary schools in north-central Nigeria.

1.1 Statement of Problem

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.

1.2 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:

- i. Establish the most prevalent organizational climate type in public senior secondary schools in North Central, Nigeria.
- ii. Find out the extent to which principals adopt open climate in public senior secondary schools in North Central, Nigeria.
- iii. Ascertain the level of teachers' commitment to lesson preparation and instructional delivery in public senior secondary schools in North Central, Nigeria.
- iv. Determine the extent to which principals adopt autonomous climate in public senior secondary schools in North Central, Nigeria.

1.3 Research Questions

The following research questions were raised and guided the study.

1. Establish the most prevalent organizational climate type in public senior secondary schools in North Central, Nigeria.
2. To what extent do principals adopt open climate in public senior secondary schools in North Central, Nigeria?
3. To what extent do principals adopt close climate in public senior secondary schools in North Central, Nigeria?

4. To what extent do principals adopt autonomous climate in public senior secondary schools in North Central, Nigeria?

1.4 Hypotheses

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

H₀₁: There is no significant relationship between open climate and student academic performance in public senior secondary schools in North Central, Nigeria.

H₀₂: There is no significant relationship between paternal climate and student academic performance in public senior secondary school in North Central, Nigeria.

H₀₃: There is no significant relationship between autonomous climate and student academic performance in public senior secondary schools in North Central, Nigeria.

H₀₄: There is no significant relationship between close climate and student academic performance in public senior secondary schools in North Central, Nigeria.

2.0 Method

Research Design

The study adopted correlational research design and Ex post facto. A correlational research design is a kind of survey that is used to investigate the degree of relationship between two or more variables without trying to influence the variables (Creswell, 2013). The design is believed to be suitable and appropriate for this study because it will enable the researcher to collect relevant data from the representatives of the population with aim of finding relationship among school organizational climate, teachers' commitment to work and students' academic performance in public senior secondary schools in North central, Nigeria.

Population of the Study

The population of the study consisted of 1,889 principals and 23,367 teachers in 1,889 public senior secondary schools in North- Central, Nigeria. See Appendix III. Distribution of Schools, Principals and Teachers.

Sample Size and Sampling Procedures

The sample size for the study consists of 25 principals and 357 teachers in 25 in public senior secondary schools in 6 Educational Zones in 3 States of the North Central, Nigeria. The sample size for schools and principals is determined by 10 % of the population of study. According to (Allen 2012) 10% sample is suitable when the desired population of respondents or institution is

manageable. Research Advisor (2006) at confidence of 95% was used to determine the sample size for teachers.

The sampling procedure adopted for the study is multi-stage sampling technique. Purposive sampling technique was used to select 3 States which includes Kogi, Nasarawa and Niger States. The reason is that, Kwara and Kogi were together as one state before they were separated, therefore they share similar characteristics. Nasarawa, Benue and Plateau were together and also Niger and FCT. Stratified sampling technique was adopted to cluster all public senior secondary schools according to Educational Zones and 2 Educational Zones was randomly selected in each state of Kogi, Nasarawa and Niger States for the study. To achieve proper representation of respondents, proportionate sampling technique was used to determine number of schools, principals and teachers to be selected in each Education Zone and simple random sampling technique through balloting was used to select the respondents.

Instrumentation

Three research instruments were structured for collection of data for the study. Instrument 1 titled: “Organizational (school) Climate Questionnaire” (OCQ) for teachers, Instrument 2 titled “Teachers’ Commitment to Work Questionnaire” (TCWQ) for principals and Instrument 3 “Students’ Academic Performance (Proforma)”. Instrument 1 is school organizational climate questionnaire. It has 4 sections with 16 question items. The response format to the questionnaire items for section A of instrument 1, is on 4- point modified scale- type scale of Strongly Agree (SA)=4, Agree (A)= 3, Disagree (D)= 2 and Strongly Disagree (SD)= 1. For sections B, C, D and E of instrument 1 is Very High Extent (VHE)=4, High Extent (HE)=3, Low Extent (LE)=2 and Very Low Extent (VLE)= 1. Instrument 2 is teachers’ commitment to work questionnaire, it has 15 items on 3 sections. The response format to the questionnaire items for instrument 2 is on 4- point modified Likert- type scale of Very High Level (VHL)=4, High Level (HL)= 3, Low Level (LL)= 2 and Very Low Level (VLL)= 1.

Instrument 3: Students ‘proforma. This is students’ record of their academic performance of 10 years (2014/2015 to 2023/2024) academic sessions. The Researcher used students’ academic performance questionnaire for collecting the students’ SSCE results from 2014/2015 to 2023/2024 academic sessions. The SSCE results was categorized using 4-point modified scale type rating scale as follows:

Five credits including mathematics and English language = 4

Five credits with either mathematics or English language = 3

Five credits without mathematics and English language = 2

Less than 5 credits = 1

The decision rule is as follows:

Mean Scores of 3.50 -4.00 Very good performance

Mean scores of 2.50 – 3.49= Good performance

Mean scores of 1.50 – 2.49= Poor performance

Mean scores of 0.00 – 1.49= Very Poor performance

Validity and Reliability of Instrument

The “Organizational (school) Climate Questionnaire” (OCQ) and “Teachers’ Commitment to Work Questionnaire” (TCWQ) were validated by the researcher’s supervisors and two other lecturers in the Faculty of Educational Management, University of Abuja. The instruments were validated to ascertain whether items are clearly stated, relevant and could elicit the required responses. The appropriateness, clarity and comprehensiveness of the instruments were also checked. They made some modification of some items for improvement of the study. Their suggestions were adopted into the final draft of the instruments was administered to respondents for collecting data for the study. Instrument three (Profoma) does not require validation because it is standardized.

For reliability of the instruments, a pilot- test was carried out using 2 Principals, 22 teachers in 2 public senior secondary schools in FCT, Abuja which is not part of the sampled schools for the study. Split half method was used to analyze their responses. The responses were split into odd and even numbers and Pearson Product Moment Correlation Coefficient was applied and the reliability index values for Organizational Climate Questionnaire and ‘Teachers’ Commitment to Work Questionnaire’ were 0.68 and 0.70 respectively. The instruments are therefore considered reliable for the study. According to (Olayiwola 2007) a reliability Coefficient index of 0.50 and 0.60 is appropriate for a research work.

Data Collection Procedure

The researcher collected a letter of introduction from the Head of the Department of Educational Management, University of Abuja. The researcher took the introduction letter to Secondary School Education Board in each state of the study who in turn gave letter of permission to the researcher to enable her administer the instruments. The letter from the board was submitted to the principals of the sampled schools. The researcher administered the questionnaire with the help of research assistants who were teachers in each of the schools. The researcher and her assistants adopted on the spot delivery approach in distributing and collecting the questionnaire. A period of two days was given to teachers who were unable to fill the questionnaire on the spot. This ensured maximum

recovery of the questionnaire that was administered. The proforma is for harvesting of students' results from 2014/2015 to 2023/2024 academic session

Method of Data Analysis

The research questions were answered using mean scores and standard deviation, while the null hypotheses were tested using simple and multiple linear regressions. Simple linear regression was used to test hypotheses 1 to 6 and multiple regression was used to test hypothesis 7 and 8 at 0.05 level of significance.

A criterion of 2.50 was used as a decision rule score to interpret the respective item score and answer the research questions. Any item mean score and sectional mean score of 2.50 and above (≥ 2.50) was considered as agreed and accepted; while, those below 2.50 (≤ 2.49) was considered as disagreed and rejected, respectively. The decision rule for the test of hypotheses was: when the p-value is greater than the alpha level of 0.05, the null hypothesis is accepted but if the p-value is less than the alpha level of 0.05, the null hypothesis is rejected.

The SSCE results from 2014/2015 to 2023/2024 academic sessions were categorized using modified 4-point scale- type rating scale as follows:

Five credits including mathematics and English language = 4

Five credits with either mathematics or English language = 3

Five credits without mathematics and English language = 2

Less than 5 credits and no credits = 1

3.0 Data Analysis and Results

The information on data analysis and results are shown on tables 2 to 19.

Answers to Research Questions

Research Question 1: Establish the most prevalent organizational climate type in Public Senior Secondary Schools in North Central, Nigeria.

Table 1: Most Prevalent Organizational Climate Type in Public Senior Secondary Schools in North Central, Nigeria.

N=357

S/N	The Following Conflicts the Management Strategies Exist in My School	Mean	Sd	Decision
1.	Open Climate	2.87	0.82	Agreed
2.	Paternal Climate	2.55	1.12	Agreed
3.	Autonomous Climate	2.92	0.96	Agreed
4.	Close Climate	3.04	1.17	Agreed
	Sectional Mean	2.88	1.04	Agreed

Table 1 showed the mean scores of respondents on the most prevalent organizational climate in public Senior Secondary Schools in North Central, Nigeria. It was observed from the table that the sectional mean is 2.88 (greater than 2.50 mid-point) which shows that all are prevalent climate that exist. However, Item 4 (close climate) has the highest mean score of 3.04. Hence, close climate is the most prevalent type of organizational climate that exist in Public Senior Secondary Schools in North Central Nigeria

Research Question 2: To what extent do principals adopt open climate in Public Senior Secondary Schools in North Central, Nigeria?

Table 2: Extent to Which Principals Adopt Open Climate in Public Senior Secondary Schools in North Central, Nigeria

N=357

Part B: Open School Climate		VH	HE	LE	VLE	Mean	Sd	Remarks
		E						
5	Principal gives teachers a voice in decision-making processes.	288	61	8	0	3.76	0.53	High Extent
6	Principal fosters strong relationship with teachers,	242	34	81	0	3.45	0.84	High Extent

	making them feel valued and important.								
7	Principal encourages collaboration among teachers.	263	41	8	45	3.46	1.02	High Extent	
8	Principal create an environment where diverse perspectives are considered.	204	104	17	32	3.34	0.93	High Extent	
Sectional Mean						3.50	0.83	High Extent	

Table 2 showed the mean scores of respondents on the extent to which principals adopt open climate in public senior secondary schools in North Central, Nigeria. It was observed from the table that the sectional mean is 3.50 (greater than 2.50 mid-point). Hence, principals adopt open climate to a high extent in Public Senior Secondary Schools in North Central, Nigeria

Research Question 3: To what extent do principals adopt paternal climate in public senior secondary schools in North Central, Nigeria?

Table 3 Mean Scores on the Extent to which Principals Adopt Paternal Climate in Public Senior Secondary Schools in North Central, Nigeria

N=357

Part E: Paternal School Climate		VHE	HE	LE	VLE	Mean	Sd	Remarks
9	Principal makes most decisions unilaterally, assuming he knows the best for the school.	126	24	66	141	2.38	1.32	Very low Extent
10	Principal goes out of his/her way to shield teachers from external pressures like criticism from parents.	184	132	25	16	3.36	0.80	High Extent
11	Principal takes on responsibilities that teachers can handle	105	144	49	59	2.83	1.03	High Extent

	themselves, such as solving classroom issues.								
12	Principal gives specific detailed instruction on how teachers should perform their duties.	218	57	16	66	3.20	1.17	High Extent	
Sectional mean						3.13	1.00	High Extent	

Table 3 showed the mean scores on the extent to which principals adopt paternal climate in public senior secondary schools in North Central, Nigeria. It was observed from the table that a sectional mean score of 3.13 was obtained (greater than 2.50 mid-point). This indicated that principals adopt autonomous climate to a high extent in public senior secondary schools in North Central, Nigeria.

Research Question 4: To what extent do principals adopt autonomous climate in public senior secondary schools in North Central, Nigeria?

Table 4: Mean Scores on the Extent to Which Principals Adopt Autonomous Climate in Public Senior Secondary Schools in North Central, Nigeria

N=357

Part D:	Autonomous School Climate	VHE	HE	LE	VLE	Mean	Sd	Remarks
13	Principal allows teachers to tailor teaching methods that is suitable for the students' needs.	275	82	0	0	3.77	0.42	High Extent
14	Principal gives teachers the confidence to make informed decisions in their classes.	265	84	8	0	3.70	0.59	High Extent
15	Principal allows teachers to take on leadership roles.	146	127	9	75	2.96	1.03	High Extent
16	Principal builds a sense of ownership among teachers.	165	44	33	115	2.73	1.33	High Extent

Sectional mean	3.29	0.84	High Extent
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Table 4 showed the mean scores on the extent to which adopt autonomous climate in public senior secondary schools in North Central, Nigeria. It was observed from the table that a sectional mean score of 3.29 was obtained (greater than 2.50 mid-point). This showed that principals adopt autonomous climate to a high extent in public senior secondary schools in North Central, Nigeria.

3.1 Discussion of Findings

From the findings the following were indicated:

Close climate is the most prevalent type of organizational climate that exist in public senior secondary schools in North Central Nigeria. However, there was a significant relationship between open climate and students' academic performance in public senior secondary schools in North Central Nigeria. Similarly, findings from the study of (Chimakwe 2023) explored the relationship between organizational climate and teachers' job performance in public secondary schools in Abia State, Nigeria results from the study showed that open organizational climate had a low influence on teachers' job performance. This study is in line with the study of (Agusiobo and Nwobodo 2019) which conducted a study on the relationship between school climate and academic adjustment of students in secondary schools in Enugu State. The findings revealed from the study showed there was a significant relationship between school climate and academic adjustment of students in secondary schools in Enugu State. This finding is further in agreement with those of (Onwuachi 2017) which conducted a study on school climate and teachers job satisfaction in Enugu Education Zone of Enugu State. Findings from the study showed there is a significant relationship between school climate and teachers job satisfaction in Enugu Education Zone of Enugu State. (Faislat 2013) examined the association between school climate and teacher job performance in secondary schools in Lagos State. Findings from the study further revealed there is a significant association between school climate and teacher job performance in secondary schools in Lagos State.

Findings shows that Principals adopt open climate to a high extent in public senior secondary schools in North Central Nigeria. Finding based on hypothesis 2 showed there is no significant relationship between close climate and students' academic performance in public senior secondary schools in North Central Nigeria. Findings on the study is contrary to those of Okeke, Igbokwe, (Ekweogu and Anyanwu 2020) which carried out a study on school climate as a predictor teachers' job performance in secondary schools in Anambra State, Nigeria. Findings from the study indicated that school climate is a significant predictor of teachers' job performance in secondary schools in Anambra State, Nigeria. Furthermore, (Suriansyah 2020) examined the impact of

organizational climate, work discipline, and job satisfaction on teacher performance at State Senior High School Hulu Sungai Tengah Regency, Indonesia. Findings from the study was in agreement with the current study as it revealed there was a significant impact of organizational climate, work discipline, and job satisfaction on teacher performance at State Senior High School Hulu Sungai Tengah Regency, Indonesia. Similarly, (Bentil 2021) undertook a study to explore the relationship between school climate and teacher job performance in the Shama District of Ghana and findings showed there was a significant relationship between school climate and teacher job performance in the Shama District of Ghana.

Principals adopt close climate to a high extent in public senior secondary schools in North Central, Nigeria. there is a significant relationship between autonomous climate and students' academic performance in public senior secondary schools in North Central, Nigeria. A positive school climate has been found to influence science achievement and critical thinking among students (Cuellar 2021). By cultivating an environment that encourages inquiry and supports student learning, schools can enhance academic outcomes and critical thinking skills. Furthermore, the impact of classroom climate on student academic motivation, mediated by academic self-efficacy, underscores the significance of creating a favorable classroom environment to boost students' motivation and self-belief in their learning abilities (Kilag, 2023). (Kutsyuruba 2015) noted that school climate has a profound impact on both teachers and students, significantly influencing the quality and effectiveness of the educational experience. A positive school climate addresses students' academic, emotional, and social needs, fostering a supportive atmosphere that promotes learning and achievement (Kutsyuruba 2015). Furthermore, a conducive school climate can mitigate academic burnout, with psychological capital playing a mediating role (Tang, 2024).

Showed that Principals adopt autonomous climate to a high extent in public senior secondary schools in North Central, Nigeria. However there was a significant relationship between paternal climate and students' academic performance in public senior secondary schools in North Central Nigeria. (Agusiobo and Nwobodo 2019) conducted a study on the relationship between school climate and academic adjustment of students in secondary schools in Enugu State. Findings on the study showed that there was significant relationship between school climate and academic adjustment of students in secondary schools in Enugu State. (Hampton 2021) conducted a study to determine how different public-school teachers and staff perceive school climate at an achieving public middle school. Findings from the study showed there is a significant perception of school climate by public-school teachers and staff perceive school climate at achieving performance in public middle school. Similarly, the study of (Chiazor and Ofume 2022) examined school climate as a predictor of upper basic Business Studies teachers' effectiveness in schools across Delta State. The study indicated that school climate is a significant predictor of upper basic Business Studies teachers' effectiveness in schools across Delta State, Nigeria. Furthermore, (Chimakwe 2023)

explored the relationship between organizational climate and teachers' job performance in public secondary schools in Abia State, Nigeria findings on the study indicated.

4.0 Conclusion and Recommendations

The following findings were made in this study.

Close climate is the most prevalent type of organizational climate that exist in public senior secondary schools in North Central Nigeria. Principals adopt open climate to a high extent in public senior secondary schools in North Central, Nigeria. There was a significant relationship between open climate and students' academic performance in public senior secondary schools in North Central Nigeria. Principals adopt paternal climate to a high extent in public senior secondary schools in North Central, Nigeria. There was a significant relationship between paternal climate and students' academic performance in public senior secondary schools in North Central Nigeria. Principals adopt autonomous climate to a high extent in public senior secondary schools in North Central, Nigeria. There was a significant relationship between autonomous climate 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. Educational Stakeholders such as Secondary Schools boards, Ministry of Education, Federal and State, should encourage principals to adopt open climate in public senior secondary schools in order to enhance students' academic performances in North Central, Nigeria.
2. Principals should collaborate with teachers to ensure they take up the paternal roles while in school for the purpose of guiding the students in improving their academic performance.
3. Principals should give teachers the freedom to partake in decision making and to operate at some considerable level of independence so that they can work better towards enhancing students' academic performance.
4. Principals should be trained through workshops and seminars by Educational Stakeholders, Secondary School Board on how to employ the use of closed organizational climate for the purpose of enhancing students' academic performance.

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