



Linking Organisational Climate to Students' Academic Performance: Evidence from Lagos State Senior Secondary Schools, Nigeria

ISIAKA ADENIRAN AKINYEMI,

BOLAJI JAYEOLA FADEYIBI

Lagos State University, Ojo, Lagos State, Nigeria

Abstract. This study examined the relationship between organisational climate and students' academic performance in Lagos State senior secondary schools, Nigeria. The study adopted a survey research design with a correlational approach to enable the collection and analysis of quantitative data on the relationship between the variables. The population comprised 8,956 teachers across 326 public senior secondary schools in Lagos State. A sample of 480 teachers was determined using the Taro Yamane formula, including an additional 20% to account for non-response. A multi-stage sampling technique was employed, involving the selection of 30 schools across six education districts and 16 teachers from each school. Data were collected using a structured questionnaire and records observation. Organisational climate was measured using the adapted Organisational Climate Index (OCI) developed by Megan Tschannen-Moran (2006), while students' academic performance was assessed through records of credit passes in five subjects, including English Language and Mathematics, in the West African Senior School Certificate Examination from 2020 to 2022. The validity of the instrument was established through Confirmatory Factor Analysis, with a Kaiser-Meyer-Olkin value of 0.944 and a significant Bartlett's Test of Sphericity ($\chi^2(45) = 16,154.902, p < .01$). Reliability analysis yielded a Cronbach's alpha coefficient of 0.96, indicating excellent internal consistency. Data were analysed using the Statistical Package for the Social Sciences (SPSS), employing descriptive statistics and Pearson's Product-Moment Correlation and multiple regression analysis at the 0.05 level of significance. Findings revealed a significant positive relationship between organisational climate and students' academic performance ($r = 0.628, p < 0.05$). Further analysis

showed that community engagement emerged as the strongest positive predictor ($\beta = 0.490$), followed by collegial leadership ($\beta = 0.285$) and academic press ($\beta = 0.275$), while teacher professionalism showed a significant negative influence ($\beta = -0.383$). The study concluded that organisational climate is a major determinant of students' academic performance. It was recommended that educational authorities promote policies that enhance collegial leadership, strengthen school-community partnerships, and foster supportive school environments to improve academic outcomes.

Keywords: Organisational Climate, Students' Academic Performance, Community Engagement, Collegial Leadership, Academic Press, Teacher Professionalism.

1. Introduction

Education remains a fundamental pillar of human development and societal progress, serving as the mechanism through which individuals acquire the knowledge, skills, and competencies necessary for effective participation in society. It is widely acknowledged as the bedrock of national development, enabling individuals to become self-reliant and contribute meaningfully to socio-economic advancement (Alade et al., 2017). Within the educational system, students' academic performance constitutes a central indicator of educational effectiveness and success. Academic achievement is commonly used as a benchmark for evaluating learners' outcomes and the overall productivity of schooling, with high-performing students often perceived as possessing greater intellectual capacity and potential for societal contribution (Ali et al., 2009). Consequently, the academic performance of

students is closely linked to national development, as it determines the quality of human capital available for economic and social transformation (Alade et al., 2017).

Over time, scholars and policymakers have devoted considerable attention to understanding the determinants of students' academic performance. Various factors have been identified, including individual attributes such as intelligence and motivation, as well as contextual variables like family background, parental involvement, and socio-economic status (Kitonyi, 2013). While these factors are undeniably important, increasing emphasis has been placed on school-related variables, particularly the role of teachers and the broader academic environment. Teachers occupy a central position in the teaching-learning process, and the quality of an educational system is often considered inseparable from the quality of its teaching workforce (Saka, 2021). Effective teaching practices, sustained student engagement, and the ability to respond to learners' needs are critical for enhancing academic outcomes (Mat-Salleh et al, 2020).

However, the effectiveness of teachers is not solely dependent on individual competence but is also shaped by the organisational context within which they operate. In many secondary schools, teachers are faced with heavy workloads, large class sizes, and the expectation to handle multiple subjects, which can adversely affect instructional delivery and, ultimately, students' academic performance (Babalola & Agbaje, 2019). Furthermore, the traditional practice of isolated teaching limits collaboration among educators and may hinder the sharing of knowledge, skills, and innovative practices necessary for improved learning outcomes (Goddard et al, 2007; Adeyemi, 2017).

In the school system, the concept of organisational climate has emerged as a critical factor influencing both teacher effectiveness and student achievement. Organisational climate refers to the shared perceptions, attitudes, norms, and interpersonal relationships that characterize the social and emotional environment of a school (Maxwell et al., 2017). It encompasses key elements such as teacher-student relationships, collegial collaboration, leadership practices, availability of resources, and the overall culture of learning within the school environment (Amsalu & Belay, 2024). A positive organisational climate fosters motivation, engagement, and a sense of belonging among students, thereby enhancing academic performance. Conversely, a negative climate characterized by poor communication, limited support, and low expectations can undermine both

teaching effectiveness and students' academic success (Ramazan et al., 2023; Amsalu & Belay, 2024).

Empirical evidence has consistently demonstrated that organisational climate significantly influences teachers' effectiveness, job satisfaction, and commitment (Babu & Kumari, 2013; Selamat et al., 2013; Khan, 2019; Narad et al., 2020). Given that effective and motivated teachers are essential for quality instruction and improved student outcomes, the organisational climate of schools becomes a crucial determinant of academic performance. Therefore, understanding how organisational climate shapes students' academic achievement is essential for improving educational practices and outcomes, particularly in the context of senior secondary schools in Lagos State, Nigeria.

1.1 Statement of the Problem

Students' academic performance remains a central concern in educational systems, particularly in developing contexts such as Nigeria where it serves as a key indicator of educational quality and national development. Despite extensive research on the determinants of academic achievement, existing literature has largely focused on isolated factors, with limited attention to the combined influence of school-based organisational variables. In particular, organisational climate has been examined in relation to outcomes such as teachers' job performance, communication, and educational innovation (Abari, 2003; Okoye, 2012; Adejumbi & Ojikutu, 2013; Taiwo, 2014), while only a few studies have explored its direct link with students' academic performance (Enwezor, 2021). This fragmented approach has created a gap in understanding how the internal environment of schools holistically shapes students' learning outcomes.

Furthermore, although organisational climate is widely acknowledged as a critical component of the school environment, empirical evidence on its direct influence on students' academic performance, particularly within Lagos State senior secondary schools, appeared to remain insufficient and inconclusive. Schools differ significantly in terms of their social relationships, norms, leadership practices, and resource availability, all of which constitute organisational climate and may differentially impact students' academic success. However, the extent to which these climate-related factors contribute to variations in students' performance has not been adequately investigated within the Nigerian context.

Given these gaps, there is a compelling need for systematic empirical inquiry into the role of organisational climate in shaping students' academic performance. Without such evidence, efforts by educators and policymakers to improve learning outcomes may remain inadequately informed. Therefore, this study seeks to address this problem by examining the influence of organisational climate on students' academic performance in Lagos State senior secondary schools, Nigeria, with a view to providing evidence-based insights for improving educational practices and outcomes.

1.2 Purpose of the Study

The main purpose of this study is to examine organisational climate as it relates to students' academic performance in Lagos State senior secondary schools, Nigeria. Specifically, the study seeks to:

- determine the extent to which organisational climate influences students' academic performance in Lagos State senior secondary schools; and
- analyse students' academic performance in relation to organisational climate as a predictive factor in Lagos State, Nigeria.

1.3 Research Hypotheses

The following hypotheses are formulated to guide the study and were tested at 0.05 level of significance:

H₀₁: There is no significant relationship between organisational climate and students' academic performance in Lagos State Senior Secondary Schools, Nigeria.

H₀₂: There is no significant relative influence of organisational climate dimensions on students' academic performance in Lagos State Senior Secondary Schools, Nigeria.

2. Literature Review

2.1 Overview of Organisational Climate

Organisational climate has been variously defined. Thompson (2010) describes organisational climate as an approach in which organisational members observe and characterize their surroundings and environment in an attitudinal and value-based manner. For Narad *et al.* (2020), organisational climate implies "a set of perceived attributes of an organisation and its subsystems as reflected in the way an organisation deals with its members, groups and issues". In the educational setting, organisational climate refers to the

mixture of interpersonal interaction among the stakeholders of the institutions including teachers, parents, students and others. As mentioned by Hoy, Tarter and Kottkamp (1991), there are two dimensions of interpersonal interactions which are closely related to organisational climate; principals' leadership behaviour and teachers' behaviour. The four dimensions of principals' leadership behaviour are warmth, production emphasis, trust and consideration while the four dimensions of teachers' behaviour are engagement, enablement, esprit de corps and intimacy.

Organisational climate also refers to "a set of characteristics that describe an organisation, distinguishes one organisation from another, is relatively stable over time and can influence the behaviour of the organisation's members" (Eustace & Martins, 2014). Every educational institution has a unique personality or climate of its own. Marshall (2002) viewed school organisational climate as a multidimensional environmental factor that influences many individuals, including students, parents, school personnel, and the community, stressing that it is a belief system or culture that underlies the day-to-day operation of a school. School climate, according to Marshall, is influenced by factors such as the number and quality of interactions between adults and students, students' and teachers' perceptions of their school environment, or the school's personality. Other factors include, the environmental factors such as the physical buildings and classrooms, instructional materials, academic performance, feelings of safety, school size and feelings of trust and respect for students and teachers. A positive school climate therefore exists when students and teachers feel comfortable, wanted, valued, accepted, and secured.

The Concept of organisational climate was first employed in the 1960s by George. He was the first psychologist who saw the analogy with individual personality and used the Concept of organisational climate. Since George, the Concept of organisational climate has been variously examined and defined. For instance, Tagiuri and Latwin (1968) defined organisational climate as "the quality of an organisation's internal environment, especially as experienced by the insider." Organisations differ in their form and structure. In this study, however, the focus is on school organisations, which are mostly formal organisations. Formal organisations are deliberately planned, created, and concerned with the deliberate coordination of the activities of multiple people through a division of labour, functions, and hierarchies of authority and leadership to achieve a common stated purpose or goal (Lacks, 2016).

School climate is one of the key factors that contribute to the overall success of any school. It involves cooperation between human resources, physical resources, and material resources. Adeogun and Olisaemeka (2011) define school climate as a comprehensive measure of school characteristics such as relationships with parents, teachers, administrators, and on-site physical facilities. A school's climate deals with values and attitudes of persons within completely different subsystems existing within the school, teachers, non-teachers, and other categories of staff, parents, and students. One can think of the school climate as a fertile land where seeds are sown earlier to get greater fruits later. The quality of seeds may be high, the grower may be technically competent, and financial resources may be available. However, everything depends on the fertility of the soil to grow and flourish. The same is true of the organisational climate of educational institutions. An organisation is made up of more than one individual. Although the climate of an organisation may not be a replica of the sum of individual personalities, it is however affected by the constituent individuals.

In the same way, the climate of an organisation affects the personalities of the individuals associated with the organisation. Therefore, a two-way process goes on in which individuals and organisations interact with each other. According to Lacks and Watson (2018), a healthy school continuously strives to bring satisfaction among its members, teachers, and non-teaching staff, providing a better organisational climate quality. It makes the school a challenging and interesting learning centre for students, teachers, principals, and achievements of students in curricular and co-curricular activities and a centre for the inculcation of social sensitivity and values (Lacks & Watson, 2018).

2.2 Concept of Students' Academic Performance

Students' academic performance is the main feature and one of the important goals of education (Rono et al, 2014; Narad & Abdullah, 2016). It is defined as knowledge gained by students, assessed through marks given by a teacher and/or learning goals set by students and teachers to be achieved over a defined period (Kumar *et al.*, 2021). Ensuring that students attain academic excellence through better academic performance is the primary motive of academic institutions (Kumar *et al.*, 2021). Indeed, academic performance can be understood as the nucleus around which several significant components of the education system revolve.

The Concept of academic performance can be defined in terms of gaining knowledge; acquiring skills and competencies; securing high grades and similar academic achievements; securing a progressive career; and intention and persistence toward education (York *et al.*, 2015). Anene (2005) defined students' academic performance as an assessment of students learning progress in tasks required of them. Academic performance is often gauged through examinations and tests. They are expected to engage in activities that may include manipulation of materials, problems solving, demonstration of practical skills, and participation in theoretical work.

Since sound academic performance is considered a prerequisite for securing good jobs, a better career, and a quality life, the significance of students' academic performance is enormous. While it may seem like a simple educational outcome, the impact of students' academic performance on national development is multi-faceted. Narad and Abdullah (2016) found that at the basic level, any academic institution's success or failure depends largely on the academic performance of its students. Narad and Abdullah (2016) also emphasised the general belief that good academic performance signals better career prospects and, thus, a secure future.

Students' academic performance is immensely significant as any country's economic and social development is attributable to it. The better students perform academically, the better the prospects of developing a fine workforce that will contribute to national economic and social development (Kumar *et al.*, 2021). Students who perform better than society's expectations and norms are expected to contribute to society's growth, development, and sustainability (Akinleke, 2017).

2.3 Organisational Climate and Students' Academic Performance

Research has identified school climate as a factor influencing the success or failure of education among teachers and students (Adesina, 2011). Academic performance is the measured output of students' learning in a school or academic institution. Adewale (2003) described academic performance as a means of academic progress, not only to indicate readiness for the next step but also to evaluate students' progress toward educational goals. It is also a measure that determines whether a student will remain at the same level in the coming year or be promoted.

Ezewor (2021) lamented that the products of today's secondary system could neither usefully live-in

society nor move into higher institutions without result forgery or their parents' buying admission with a huge sum of money. Senior Secondary School students cannot think for themselves or respect the views and feelings of others, and they have no dignity of labour except for things that will give them quick money. They are highly engaged in cultism, drug abuse, examination malpractices, hooliganism, truancy, high drop-out rate, sexual harassment, and general breakdown of law and order of the day.

Notwithstanding these vices, the teeming population of public Senior Secondary School completers across the country every year is alarming. This trend is connected with the prevailing level of school climate in many public Senior Secondary Schools. Because of the relevance of school climate to students learning and academic performance, this study set out to examine the impact of school climate on the academic performance of Senior Secondary School students in Lagos State, Nigeria. Given the situation of Senior Secondary School education in Nigeria, improving the school climate may be a viable way to improve students' academic performance and the quality of education across the country.

Adeogun and Olisaemeka (2011) also emphasised the link between organisational climate and improved academic performance of students. They found that selected characteristics of school climate, such as; working conditions, learning environment, home-school relationship, socio-physical environment, safety and security, discipline, and teacher care and support, significantly affect teachers' performance and productivity. Dagnev (2014) also found that other features of the school climate, such as teacher-student relationships, student-peer relationships, administration, and academic orientation, significantly affect students' academic performance. Further, Nyamosi (2013) found that the adequacy of teaching-learning resources and interpersonal relationships are aspects of the school climate that influence the performance of both teachers and students.

2.4 Theoretical Framework

This study leans on a theory that explains the relationship between organisational climate and students' academic performance. The theory is the Litwin's and Stringer's theory of organisational climate.

The Organisational Climate Theory was first developed by Litwin and Stringer (1968) to explain how the internal environment of an organisation influences employees' motivation, attitudes, and

behaviour. The theory posits that organisational climate refers to the collective perceptions and shared meanings that employees attach to their work environment. These perceptions arise from formal policies, leadership style, communication patterns, reward systems, and interpersonal relationships within the organisation. According to Litwin and Stringer, organisational climate is a key determinant of employee performance because it shapes individuals' emotional and psychological experiences at work. A supportive and participatory climate fosters satisfaction, trust, and commitment, while a rigid or hostile climate can lead to disengagement and low productivity.

Several assumptions underlie the organisational climate theory. First, employees behave according to the way they perceive their organisational environment (including policies, procedures, practice and so on); second, the perceptions of the organisational environment are an outcome of social processes based on interactions and communication between employees and with managers; third, the perceptions of the organisational environment are facet-specific. Facet-specific organisational climate refers to shared perceptions, held by members of an organisation, regarding individual aspects of the organisational environment that communicate what behaviour, related to this facet, is rewarded and supported by the organisation, and to what degree (Zohar & Luria, 2005). Fourth, these facet-specific perceptions help employees understand the relative importance of each facet and thereby make sense of what is expected of them.

Organisational climate captures the sense of imperative, the perceived importance of a facet to members of the group (Luria, 2016). The oldest explanation for the emergence of such a sense of imperative is the top-down process in organisations which focuses on the leader as an important influencer on group climate, first explored in Kurt Lewin's studies (Lewin *et al.*, 1939). Many studies followed this approach, focusing on managers as high influencers of organisational climate (for example., Barling *et al.*, 2002; Kapp, 2012). Zohar and Luria (2005) suggested that the top-down process is hierarchical, starting from the management level commitment to the department-level managers and finally to the operation-level employees. They demonstrated that management-level commitment can be captured by incidents that indicate to organisational members the importance of the facet (in their study, safety). They also demonstrated that in organisations where employees perceive that the management is committed to safety, the employees behave

accordingly in a safe manner. Employees' behaviour is proven to be influenced by specific facets or aspects of organisational climate (Berberoglu, 2018; Amiri *et al.*, 2023).

2.5 Review of Empirical Studies

Shinder, Jones, Williams, Taylor, and Cardenas (2016) examined the relationship between school climate and students' academic performance in public schools in the United States. The study used a purposive sample of 230 schools drawn from five states in the USA and measured school climate using the Alliance for the Study of School Climate (ASSC) School Climate Assessment Instrument (SCAI). The SCAI was designed to achieve an in-depth examination of the health, function, and performance of each school. While the term "school climate" was judged the best description for the intent of the instrument, it examines the construct of climate broadly and includes eight distinct dimensions: School appearance and physical plant; Student interactions; Faculty relations; Leadership decision making; Discipline environment; Learning environment; Attitude and culture and School-community relations. The study found a strong correlation between the quality of school climate and academic performance levels. The study further proved that the quality of the school's climate appears to be the single most predictive factor in any school's capacity to promote student achievement.

Fakunle and Ale (2018) examined school climate as a determinant of students' academic performance in public Senior Secondary Schools in Ekiti State, Nigeria. Using the stratified random sampling technique, the study adopted a sample of 1455 public Senior Secondary School students from 20 Senior Secondary Schools in Ekiti state. Data was collected using a school climate and students' academic performance questionnaire. Results from the study showed that students' academic performance in schools with an open climate significantly differed from the academic performance of students in schools with a controlled climate. The study found a significant relationship between school climate and students' academic performance and concludes that the school climate plays an important role in influencing and stimulating the drive to make pupils learn.

Maxwell (2017) investigated the influence of school climate on student achievement in U.S. secondary schools. The study aimed to determine how dimensions of school climate (safety, relationships, teaching and learning, and institutional environment)

relate to student academic outcomes. Using a correlational design and large-scale survey data, the researcher analysed student- and staff-reported climate measures alongside standardized test scores. Multilevel modelling was employed to account for students nested within schools. Results showed that positive school climate dimensions, particularly teaching and learning and student-staff relationships, were significantly associated with higher student achievement after controlling for socioeconomic factors. The study concluded that improving relational and instructional aspects of climate can enhance academic outcomes.

Gottfried (2010) examined the relationship between aspects of school climate and mathematics achievement in urban elementary and middle schools in the United States. The study used administrative attendance and testing records combined with school-level climate indicators to test whether attendance and related climate features predicted achievement. Employing instrumental-variables and regression techniques to address endogeneity, the analysis found that chronic absenteeism and a negative attendance climate have measurable negative effects on student achievement. The study concluded that organisational climate factors tied to attendance are important predictors of academic performance.

Tomaszewski Xiang, and Hung (2024) used nationally representative longitudinal data from Australia to investigate associations among school climate, student engagement, and academic achievement. The aim of the study was to examine sectoral differences and the mediating role of student engagement in the climate–achievement link. Employing structural equation modelling and controlling for prior achievement and socioeconomic status, the study found that positive school climate predicted greater student engagement, which in turn was associated with higher academic outcomes. The study concluded that engagement partially mediates the effect of climate on achievement, and that climate interventions that boost engagement are likely to yield academic benefits.

Straumann (2023) explored the link between school climate and academic achievement in U.S. secondary schools using survey measures of climate and student achievement records. The aim of the study was to test whether perceptual climate differences predict differences in achievement across schools. Using regression analyses and robustness checks, the study reported significant positive associations between perceived school climate and both test scores and attendance. The study concluded that climate improvement programmes should target instructional

support and student–teacher relationships to maximize effects on learning.

Ibrahim (2025) examined school climate and student academic achievement in public secondary schools in Lagos State, Nigeria. The aim of the study was to determine the extent to which school climate dimensions (leadership, teacher collegiality, safety, and parental/community engagement) were related to students’ examination performance. Using a descriptive correlational survey design, the study collected questionnaire data from teachers and students across selected Lagos public secondary schools and correlated these with school-level examination results. Findings indicated significant positive relationships between school climate indices and students’ academic achievement. The study recommended targeted interventions in leadership development and community engagement to bolster school performance in Lagos.

Ojukwu (2022) examined the influence of school climate on secondary school students’ academic outcomes in a Nigerian sample, focusing on attachment, involvement, and institutional supports as climate indicators. The study used a cross-sectional survey design with student questionnaires and school record data; analyses included Pearson correlations and multiple regression. Results showed that positive climate indicators (student attachment and institutional support) significantly predicted higher academic performance. The study concluded that schools that prioritize relational climate and resource allocation may improve student outcomes.

Okolugbo and Obuh (2025) examined managing school climate determinants for improved academic performance in public senior secondary schools in Rivers State. The study used a mixed-methods design combining surveys of school staff and students with case-study interviews of school leaders to identify actionable climate determinants (leadership, teacher professional development, parental engagement). Quantitative analyses (correlations and regressions) found significant positive links between targeted climate determinants and students’ examination performance, while qualitative data provided contextualised insights into how leadership practices shape climate. The study concluded that localised, leader-driven climate interventions can be effective in the Nigerian context.

3. Research Methodology

This study adopted a survey research design with a correlational approach to examine organisational

climate and students’ academic performance in Lagos State senior secondary schools, Nigeria. The design was considered appropriate as it enabled the collection and quantification of data from a sample of teachers and facilitated the examination of the relationship between the study variables.

The population of the study comprised teachers in public senior secondary schools in Lagos State, totalling 8,956 across 326 schools (Lagos State Ministry of Education, 2024). A sample size of 480 teachers was determined using the Taro Yamane (1967) formula, including an additional 20% to account for non-response and incomplete questionnaires. A multi-stage sampling technique was employed. Lagos State was first divided into six education districts. Five public senior secondary schools were randomly selected from each district, giving a total of 30 schools. Thereafter, 16 teachers with not less than 10 years of teaching experience were selected from each school, resulting in a total sample of 480 respondents.

Data were collected using a structured questionnaire and records observation. The questionnaire included sections on socio-demographic characteristics and organisational climate. Organisational climate was measured using the adapted Organisational Climate Index (OCI) developed by Tschannen-Moran (2006), consisting of 28 items across four subscales: collegial leadership, teacher professionalism, academic press, and community engagement. Students’ academic performance was measured through records of credit passes in five subjects, including English Language and Mathematics, in the West African Senior School Certificate Examination from 2020 to 2022.

The validity of the organisational climate scale was established using Confirmatory Factor Analysis with Principal Component Analysis and Direct Oblimin rotation. The Kaiser-Meyer-Olkin value was 0.944, and Bartlett’s Test of Sphericity was significant ($\chi^2(45) = 16,154.902, p < .01$), confirming sampling adequacy and suitability for factor analysis. The analysis yielded a four-factor structure explaining 77.93% of the total variance. Reliability of the instrument was determined using Cronbach’s alpha, with the organisational climate scale yielding a coefficient of 0.96 and subscale values ranging from 0.92 to 0.94, indicating excellent internal consistency.

Data collection was carried out with the assistance of trained research assistants, and 469 out of 480 questionnaires were successfully retrieved, representing a response rate of 97.7%. Data were analysed using the Statistical Package for the Social

Sciences (SPSS). Descriptive statistics such as frequency counts, percentages, means, and standard deviations were used to summarise the data, while Pearson’s Product-Moment Correlation was employed to test the hypothesis at the 0.05 level of significance.

Ethical standards were observed through obtaining necessary approvals, ensuring informed consent, and maintaining confidentiality and anonymity of respondents.

4. Results and Discussion

Hypothesis One

Ho1: There is no significant relationship between organisational climate and students’ academic performance in Lagos State Senior Secondary Schools, Nigeria.

Table 1: Relationship between Organisational Climate and Students’ Academic Performance in Lagos State Senior Secondary Schools, Nigeria

Variables	N	Mean	Std. Dev	r	p	Remark
Organisational Climate	30	106.529	21.697	0.628**	0.000	Significant
Academic Performance	30	64.024	10.374			

The analysis presented in Table 1, revealed a substantial positive and significant relationship between organisational climate and students’ academic performance in Lagos State Senior Secondary Schools ($r = 0.628$, $p < 0.05$). This indicates that as the quality of organisational (school) climate improves, students’ academic performance also tends to increase. Therefore, the null hypothesis, which states that there is no significant relationship between organisational climate and students’ academic performance, is not accepted.

This finding supports Bandura’s Social Cognitive Theory, which asserts that human behaviour and performance are influenced by environmental factors. In this case, the school’s organisational climate, its leadership, trust, communication, and collaboration, serves as the environmental condition that shapes teachers’ and students’ motivation and productivity. A healthy school environment therefore enhances teachers’ confidence and engagement, leading to improved student outcomes.

This result is consistent with the work of Tschannen-Moran, Parish, and DiPaola (2006), who found that interpersonal trust, collegial leadership, and academic press within schools significantly predict students’ achievement levels. Similarly, Malinen and Savolainen (2016) found that teachers working in schools with positive climates reported higher collective efficacy and job satisfaction, conditions that ultimately improve student learning outcomes. The result also corresponds with that of Karaköse (2024) who reported that organisational climate significantly influences student learning through the mediating role of collective teacher efficacy. This implies that school environments characterised by cooperation, shared goals, and supportive leadership not only foster teacher collaboration but also indirectly enhance academic performance through strengthened collective efficacy.

The findings also corroborate evidence from Nigeria. For example, Ibrahim (2025) found a significant positive relationship between school climate and students’ academic achievement in Lagos State public secondary schools reported that leadership style, staff collaboration, and student-teacher relationships were strong predictors of student performance. Likewise, Okere (2024) showed that a positive school climate is associated with higher levels of collective efficacy and student engagement among adolescents in Oyo State. Together, these studies confirm that an enabling school environment fosters teacher commitment and student motivation which are crucial for learning.

Hypothesis Two

Ho2: There is no significant relative influence of organisational climate dimensions on students’ academic performance in Lagos State Senior Secondary Schools, Nigeria.

Table 2: Relative influence of organisational climate dimensions on students’ academic performance in Lagos State Senior Secondary Schools, Nigeria

Predictor	B	SE	β	t	p	95% CI for B	Tolerance	VIF
Constant	30.048	1.902		15.800	.000	[26.311, 33.785]		
Collegial Leadership	0.579	0.170	0.285	3.401	.001	[0.245, 0.914]	0.172	5.803
Teacher Professionalism	-0.662	0.175	-0.383	-3.781	.000	[-1.006, -0.318]	0.118	8.489
Academic Press	0.700	0.242	0.275	2.892	.004	[0.224, 1.175]	0.134	7.473
Community Engagement	1.003	0.178	0.490	5.635	.000	[0.653, 1.353]	0.159	6.282

The multiple regression analysis examined the relative influence of the four subscales of organisational climate, community engagement, teacher professionalism, collegial leadership, and academic press, on students’ academic performance. The results showed that the model was statistically significant ($R^2 = 0.44$, $p < .001$), indicating that the four subscales jointly explain 44% of the variation in academic performance.

Individually, all four subscales made significant influence on the model. Community engagement emerged as the strongest positive influence on academic performance ($\beta = 0.490$, $p < .05$), followed by collegial leadership ($\beta = 0.285$, $p < .05$) and academic press ($\beta = 0.275$, $p < .05$), both of which also had positive and significant influence. In contrast, teacher professionalism showed a significant but negative influence on academic performance ($\beta = -0.383$, $p < .05$).

The positive influence of collegial leadership on students’ academic performance suggests that supportive and participatory leadership practices by school principals enhance teaching effectiveness and learning outcomes. This finding aligns with prior studies which indicate that leadership characterized by collaboration, trust, and shared decision-making fosters a conducive learning environment and improves student achievement (Hoy & Miskel, 2013; Tschannen-Moran, 2014). Such leadership promotes teacher motivation and commitment, which indirectly translate into better academic outcomes for students.

Similarly, the significant positive effect of academic press indicates that schools that maintain high academic standards, clear expectations, and a strong focus on achievement tend to produce better-performing students. This finding corroborates earlier research demonstrating that academic press is a strong predictor of student success because it emphasizes discipline, goal orientation, and sustained academic engagement (Hoy, Hoy & Tarter, 2006). Schools that cultivate a serious academic atmosphere are more likely to encourage students to strive for excellence.

Community engagement also emerged as the strongest positive predictor ($\beta = 0.490$), indicating that effective

collaboration between schools and their surrounding communities significantly enhances students’ academic performance. This finding is consistent with the work of Epstein (2011), who emphasized that partnerships among schools, families, and communities create supportive learning environments that foster student success. Active parental involvement and community support contribute to improved student motivation, attendance, and academic achievement.

However, the negative relationship observed between teacher professionalism and students’ academic performance is contrary to expectations and existing literature. Previous studies have consistently shown that teacher professionalism—manifested through collaboration, commitment, and adherence to professional standards—positively influences student outcomes (Darling-Hammond, 2000; Hattie, 2009). The negative coefficient in this study may suggest contextual or measurement-related issues, such as differences in how professionalism is perceived or practiced within the sampled schools. It may also reflect underlying challenges such as workload pressures, insufficient institutional support, or superficial collaboration that does not translate into improved instructional quality.

5. Conclusion

The study concluded that students’ academic performance is influenced by organisational factors within the school system. A positive organisational climate reinforces collective efficacy, and high collective efficacy, in turn, sustains a healthy organisational climate. Strengthening these elements together offers a sustainable and effective pathway for improving teaching quality, student engagement, and academic performance in Lagos State senior secondary schools.

6. Recommendations

Based on the findings and conclusions of this study, the following recommendations are made to enhance organisational climate, and improve students’ academic performance in Lagos State public senior secondary schools:

The Ministry of Education and relevant education boards should design and implement policies that promote collegiality, participatory leadership, and teacher collaboration in all public schools. These efforts are consistent with Organisational Climate Theory, which asserts that the internal atmosphere of an organisation determines employee performance and satisfaction.

Principals should adopt leadership styles that encourage open communication, trust, and shared decision-making. This approach will improve the overall school climate and enhance teachers' collective sense of purpose and ownership of student success.

Administrators should advocate for and ensure the equitable provision of teaching materials and infrastructure. A well-resourced environment reduces stress and allows teachers to focus on instructional quality, which positively affects both efficacy and performance.

Teachers should engage in collaborative goal-setting and evaluation of instructional outcomes. Working toward common objectives fosters stronger collective efficacy and a sense of shared responsibility for student achievement.

Teachers should take part in committees, workshops, and mentoring programmes that enhance professional relationships and strengthen the organisational climate.

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