ORGANISATIONAL CLIMATE AS PREDICTORS OF TEACHERS' INSTRUCTIONAL DELIVERY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

The study examined organizational climate as predictor of teachers' instructional delivery in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 7248 teachers in 267 public secondary schools in the six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2024). The sample size comprised 580 teachers drawn from the population of the study. The instruments for data collection were Organizational Climate Questionnaire (OCQ) and Teachers' Instructional Delivery Questionnaire (TIDQ). The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.86 for OCQ and TIDQ is 0.77 were obtained. The data were analyzed using simple regression analysis. The study revealed that open school climate ($r = 0.\ 803$; $p < 0.000$), and closed school climate ($r = 0.\ .447$; $p < 0.000$) have strong positive and significant predictive values on teachers' instructional delivery in public secondary schools in Anambra State. The study concluded that organizational climate predicted teachers' instructional delivery in public secondary schools in Anambra State. Based on the findings, the study recommended that principals should avoid adopting closed school climates, characterized by authoritarian leadership and limited teacher involvement, as they stifle creativity, reduce teacher engagement, and undermine instructional quality.

Keywords: *Organization Climate, Instructional Delivery, Open School Climate, Closed School Climate*

Introduction

Education is the process of acquiring knowledge, skills, values, and attitudes that enable individuals to grow personally and contribute to society. It encompasses formal learning in schools, as well as informal learning through life experiences. Ezeaku and Ohamobi (2018) that education is a catalyst to national development and promotes critical thinking, creativity, and problem-solving abilities, thereby preparing individuals for personal and professional challenges. Ultimately, education empowers individuals to achieve their potential and make informed decisions for themselves and their communities. Stella and Ifunanya (2017) stated that meaningful education cannot happen without teachers, who serve as the architects of learning, guiding and inspiring individuals to unlock their potential.

Teachers are potent instruments in any education system and have been recognized globally as the mainstay of any educational system. Ezeaku and Obunike (2024) noted that teachers are charged with the responsibility of ensuring that learning is sufficient and that the desired knowledge and skill are transmitted. Thus, a lot of time and effort of schools are used to help students do better in their scholastic endeavours. Thus, teachers play a vital role in shaping and helping students to perform better academically. Ezeaku and Uketui (2024) noted that teachers are the engine that drives education of any nation and one of the major channels by which they transmit knowledge is through effective instructional delivery.

Instructional delivery is the methods and strategies teachers use to effectively convey knowledge, skills, and concepts to learners. It involves the use of various tools, techniques, and approaches to ensure that learning objectives are achieved while engaging students actively in the process. Culajara and Luces (2023) defined instructional delivery as the process of ensuring that teachers are effectively engaging students by using an assortment of instructional methodologies to meet student's individual learning needs. Culajara and Luces also pointed out that the essence of instructional delivery lies in teachers focusing on the transmission of content and knowledge during instruction. This role extends beyond merely disseminating information; it ensures teachers are the architects of students' intellectual growth.

Teachers' instructional delivery is the process of showing every activity the teacher and the learner engages in, within the classroom setting and this includes the models, methods, strategies, approaches or even techniques that a teacher employs to deliver his/her subject matter of a lesson to the learners. Teachers' ability to effectively explain complex concepts, ask thought-provoking questions, and provide constructive feedback plays a crucial role in students' comprehension and retention (Akudo & Ogbalu, 2024). Teachers' instructional delivery is deeply linked to their

classroom management skills, as maintaining a positive and organized environment supports better learning outcomes. Ugochukwu et al. (2021) noted that effective instructional delivery coupled with effective supervision is inevitable in the educational system as it makes coordinating all activities within the school system possible and improves the teaching-learning situation. Teachers' instructional delivery is sometimes affected by the organizational climate, as it shapes the atmosphere and resources available within the school.

Organizational climate is the prevailing atmosphere or environment within an organization, which is shaped by the collective perceptions, attitudes and behaviours of its members. It is the shared perception of the work environment, and it reflects the organization's values, beliefs, and expectations. Abeya (2017) defined organizational climate as the atmosphere that prevails in an organization and is characterized by the social and professional interactions of the people. Ali et al. (2018) described organizational climate as a shared perception of what an organization is like in terms of organizational units' activities, strategies, processes, routines and rewards, and planned behaviours. The climate of school organization can be positive or negative, depending on how staff perceive the workplace. A positive climate is one where teachers and other staff feel valued, motivated, and satisfied with their work and in the school. A negative climate, on the other hand, is one where school staff feel demotivated, dissatisfied, and disengaged from their work and the school.

Organizational climate is multidimensional concept that includes physical, academic and social dimensions. It is a unique characteristic or feature of organizations which influence their operation. Akinnola and Oredein (2021) noted that organizational climate is the enduring characteristics, which describe a particular organization and distinguish it from other organizations; and also influence the behaviour of staff in the organization. Johny and Pradeep (2020) stressed that organizational climate is of great significance for utilization of human relations and resources at all levels as it has a major influence on motivation, productivity and job satisfaction. Several authors and researchers have presented similar components of organizational climate namely; open, closed, autonomous, controlled, paternal and familiar climates (Olibie et al., 2015; Nwogbo et al., 2021). As a multi-dimensional concept, there is also a consensual agreement that organizational climate has a number of typical dimensions which include culture, communication, leadership, teamwork, decision making, organizational design, job satisfaction and innovation. (Noordin et al. & Idrus, cited in Olukayode, 2019). The interest of this study is on two dimensions of organizational climate namely; open school climate, and closed school climate.

Open school climate is characterized by behaviours from both teachers and the principal that are authentic, energetic, goal-oriented, and supportive. In this environment,

principals listen to and values teachers' ideas, offers genuine and frequent praise, and respects the competence of teachers. One key factor that contributes to an open climate is the establishment of a culture of trust and transparency. Research had shown that trust is positively related to openness, and when employees trust their colleagues and management, they are more likely to share information and ideas (Safavi et al., 2019). Teachers in this type of climate are given the freedom to perform without unnecessary scrutiny. Professionalism, openness, and collaboration are central to the teaching and learning process. In the view of Odoh (2021), open school climate is marked by professional, collegial, friendly, and committed relationships among teachers, all focused on the education of students. In such a climate, the principal is supportive and professional, refraining from restricting or directing teachers and students with orders, which differentiates it from a closed school climate.

Closed school climate is characterized by high levels of rigidity, lack of transparency, low levels of trust, and poor employees' morale. Teacher and other staff members are less likely to share their ideas or voice their opinions, which can stifle innovation and creativity in an organization. Okorji et al. (2016) noted that in closed climate, employees may feel disconnected from their colleagues and their work, leading to decreased job satisfaction and motivation. The main characteristic of this type of climate is lack of commitment and non-productivity. There is no commitment, especially on the part of the management of organizations. Closed school climate as explained by Ali et al. (2018) can result in decreased employees' engagement and a higher likelihood of turnover. In school organization, Animoku et al. (2016) noted that the organizational climate is characterized by communication breakdown, conflict, distrust and other forms of factions which result to poor service delivery. This could be the reason some teachers' level of instructional delivery are in doubt evidenced in some students' inability to measure up academically.

In Anambra State, the issue of low level of instructional delivery among some teachers in public secondary schools is no longer news. Visible signs of low level of instructional delivery include poor student performance, lack of engagement in classroom activities, and inadequate use of teaching materials. One glaring example is the frequent use of outdated textbooks and minimal access to modern educational technology, which hinders students from gaining a comprehensive understanding of subjects. Some teachers rely heavily on rote learning and lecture-based methods, ignoring more interactive and student-centered approaches that could better engage learners. This often results in students struggling to grasp basic concepts, leading to a decrease in academic achievement. One wonders if these situations could be attributed to school organizational climate. It could be a result of unsatisfactory work environment as teaching activities in some schools in the State appear not to be encouraging. However, it is important to address these issues so as to

improve instructional delivery and quality outcomes in public secondary schools in Anambra State. It is against this background that the study sought to examine organizational climate as predictors of teachers' instructional delivery in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State?
2. What is the predictive value of closed school climate on teachers' instructional in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State.
2. There is no significant predictive value of closed school climate on teachers' instructional delivery in public secondary schools in Anambra State.

Method

The study adopted correlational research design. The study was carried in Anambra State. The population of the study comprised 7248 teachers in 267 public secondary schools in the six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2024). The sample size comprised 580 teachers drawn from the population of the study. The instruments for data collection were Organizational Climate Questionnaire (OCQ) and Teachers' Instructional Delivery Questionnaire (TIDQ). The instrument has two sections, A and B. Section 'A' 'Organizational Climate Questionnaire (OCQ)' has 1 cluster with 10-item statements, while section B 'Teachers' Instructional Delivery Questionnaire (TIDQ)' has 15-item statements. The items were placed on a 5-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (U). The range of the scale is weighted 5,4,3,2, and 1 respectively. The reliability of the instrument was ascertained through a pilot test on 20 teachers from public secondary schools in Enugu State. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.86 for OCQ and TIDQ is 0.77. Out of 580 copies of the questionnaires administered, 556 (96%) of the instrument were correctly completed and returned, while 24 (4%) were either misplaced or not correctly filled. Simple regression analysis was used answer research questions and hypotheses at 0.05 level of significance.

Results

Research Question 1

What is the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State?

Table 1: Summary of the regression results of the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta(β)	t	Decision
Constant	1.009	.082		12.312	Strong Positive Relationship
Open School Climate	.733	.022	.803	32.988	

R= .803, R Square = .645, Adjusted R^2=.644, F = 1088.196.

Table 1 shows the summary of the regression results of the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the R= .803, R Square = .645, Adjusted R^2=.644, F = 1088.196. This result indicate strong positive predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State because open school climate has 80.3% predictive value. This reveals that open school climate has a strong positive relationship on teachers' instructional delivery in public secondary schools in Anambra State.

Research Question 2

What is the predictive value of closed school climate on teachers' instructional delivery in public secondary schools in Anambra State?

Table 2: Summary of the regression results of the predictive value of closed school climate strategies on teachers' instructional delivery in public secondary schools in Anambra State

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta(β)	t	Decision
Constant	2.583	.091		28.313	Weak Relationship
Closed School Climate	.316	.026	.447	12.240	

R= .447, R Square = .200, Adjusted R^2=.199, F = 149.806.

Table 2 shows the summary of the regression results of the predictive value of closed school climate on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the R= .794, R Square = .631, Adjusted R^2=.630, F = 1023.554 This result indicated a weak predictive value of closed school climate on teachers' instructional delivery in public secondary schools in Anambra State because closed school climate have 44.7% predictive value. This reveals that closed school climate is a weak and is not strong enough to confidently predict teachers' instructional delivery in public secondary schools in Anambra State.

Hypothesis One

H_0: There is no significant predictive value between open school climate and teachers' instructional delivery in public secondary schools in Anambra State.

Table 5: Summary of the regression results of the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State

	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta(β)	t	Sig.	Decision
Constant	1.009	.082		12.312	0.00	Strong Positive Relationship
Open School Climate	.733	.022	.803	32.988		

R= .803, R Square = .645, Adjusted R^2=.644, F = 1088.196.

Table 3 shows the summary of the regression results of the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the R= .803, R Square = .645, Adjusted R^2=.644, F = 1088.196. This result indicated a strong positive predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State because open school climate has 80.3% predictive value. More so, the p-value (0.00) is below the 0.05 significance level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained. This reveals that open school climate have a strong positive relationship on teachers' instructional delivery in public secondary schools in Anambra State.

Hypothesis Two

H_0: There is no significant predictive value between closed school climate and teachers' instructional delivery in public secondary schools in Anambra State

Table 4: Summary of the regression results of the predictive value of closed school climate strategies on teachers' instructional delivery in public secondary schools in Anambra State

	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta(*β*)	t	Sig.	Decision
Constant	2.583	.091		28.313	0.00	Weak Relationship
Closed School Climate	.316	.026	.447	12.240		

R= .447, R Square = .200, Adjusted R^2=.199, F = 149.806.

Table 4 shows the summary of the regression results of the predictive value of closed school climate on teachers' instructional delivery in public secondary schools in Anambra State. The results revealed that the R= .794, R Square = .631, Adjusted R^2=.630, F = 1023.554 This result indicated a weak predictive value of principals' closed school climate on teachers' instructional delivery in public secondary schools in Anambra State because closed school climate have 44.7% predictive value. More so, the p-value (0.00) is below the 0.05 significance level. Thus, the null hypothesis was rejected and the alternative hypothesis was retained. This reveals that principals' closed school climate is a weak strategy and is not strong enough to confidently predict teachers' instructional delivery in public secondary schools in Anambra State.

Discussion

Findings on the predictive value of open school climate on teachers' instructional delivery in public secondary schools in Anambra State revealed that open school climate have a strong positive predictive value on teachers' instructional delivery in public secondary schools in Anambra State. In agreement with these findings, Akinnola and Oredein (2021) found that an open school climate fosters collaboration, mutual respect, and transparent communication between principals, teachers, and students, creating an environment where teachers feel valued and empowered. Open climates also encourage professional growth and innovation. Teachers in such environments are more likely to adopt modern teaching methods and share best practices with colleagues, leading to improved student outcomes. Uche and Nwosu (2020) emphasized that open climates build trust and reduce conflicts, enabling teachers to focus on their instructional duties rather than interpersonal challenges. However, challenges in maintaining an open school climate can undermine its benefits. For example, the approach requires skilled leadership to manage diverse perspectives and foster inclusivity. Okoro and Ibe (2019) argue that in some Nigerian schools, the

hierarchical nature of management may limit the openness of interactions, as teachers might perceive participatory efforts as superficial or fear expressing dissenting opinions. Nnadi and Chukwu (2021) caution that an overly relaxed environment might compromise discipline, ultimately affecting both instructional delivery and student performance. This means that an open school climate positively influences teachers' instructional delivery by ensuring collaboration, trust, and professional growth.

Findings on the predictive value of closed school climate on teachers' instructional delivery in public secondary schools in Anambra State revealed that closed school climate have a strong positive predictive value on teachers' instructional delivery in public secondary schools in Anambra State. In line with these findings, Eze and Nwankwo (2020) found that closed school climate, marked by restricted communication, authoritarian leadership, and limited teacher participation in decision-making, often stifles creativity and demotivates teachers. Okonkwo and Uche (2021) argue that teachers in such climates may feel undervalued and unable to contribute meaningfully to school improvement, leading to a mechanical approach to instructional delivery. This can hinder the adaptation of teaching strategies to students' diverse needs and reduce overall educational quality. According to Nwosu and Chukwu (2020), strict adherence to rules and top-down control may create a sense of order in chaotic environments, albeit at the cost of teacher autonomy. This suggests that while the strategy is weak in ensuring long-term instructional excellence, it may serve a limited purpose in addressing immediate challenges.

Conclusion

Open school climates enhance teachers' instructional delivery through collaboration, trust, and professional growth, while closed climates provide order but may limit creativity and motivation. Based on the findings of the study, it was concluded that organizational climate predicted teachers' instructional delivery in public secondary schools in Anambra State.

Recommendations

On the basis of the findings of this study, the following recommendations were made:

6. Schools should cultivate an open and inclusive school climate that encourages collaboration, trust and innovation. This will improve teacher motivation, morale and student outcomes.
7. Principals should avoid adopting closed school climates, characterized by authoritarian leadership and limited teacher involvement, as they stifle creativity, reduce teacher engagement, and undermine instructional quality.

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