

**Academic Qualifications and School Organisational Climate as Predictors of Junior
Secondary School Teachers' Job Performance in Ibadan Metropolis, Oyo State**

Goodness Ebunoluwa ODUYALE
LCU/PG/005231

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Educational Management**

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Certification

This is to certify that the research titled '**Academic Qualifications and School Organisational Climate as Predictors of Junior Secondary School Teachers' Job Performance in Ibadan Metropolis, Oyo State**' was carried out by **Goodness Ebunoluwa ODUYALE** with matriculation number **LCU/PG/005231** in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan.

Dr Omobola O. Gambo
Supervisor

Date

Dr. Oluyomi S. Pitan
Head of Department

Date

Dedication

This research work is dedicated to Jesus Christ, the giver of life and every good and perfect gift.

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Even though the above mentioned persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.

Abstract

Performance of teachers in secondary schools in Nigeria has been a great concern to educational stakeholders. This is due to the pertinent and sensitive role teachers' play in the attainment of desired educational goals. However, in many Nigerian secondary schools, particularly in Oyo State, concerns have been raised about the declining quality of teaching and the low performance of students in both internal and external examinations. This study therefore investigated Academic Qualifications and School Organisational Climate as Predictors of the Job Performance of Junior Secondary School Teachers in Ibadan Metropolis, Oyo State. The population of the study included 5754 public junior secondary school teachers in the study area. A sample of 574 teachers were selected using proportional and random sampling techniques respectively. AQSOCJSSTJP ($\alpha = 0.874$) was used for data collection. Descriptive statistics of frequency, percentage, mean and standard deviation, were used to answer the research while the hypotheses were tested with the use of inferential statistics of multiple regression analysis at 0.05 level of significance. The level of teachers' job performance is high at 3.27. A multiple regression revealed that the combined influence of academic qualifications and school organisational climate on junior secondary school teachers' job performance in Ibadan Metropolis was statistically significant, ($R = 0.54$, $R^2 = 0.29$, $F_{(2, 565)} = 114.29$, $p < .001$). Similarly, school organisational climate had a stronger and statistically significant influence on teachers' job performance ($\beta = 0.54$, $t = 15.08$, $p < .001$). However, academic qualifications had no significant relative influence on teachers' job performance ($\beta = -0.01$, $t = -0.38$, $p = .702$). It was recommended that the government, school owners and educational stakeholders should enhance the value of academic qualifications through targeted continuous professional development programmes and improve the institutional environment by providing adequately equipped classrooms, laboratories, infrastructural and instructional materials.

Keywords: Academic Qualifications, School Organisational Climate, Teachers' Job Performance, Ibadan Metropolis

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List of Acronyms

Abbreviation	Meaning
NCE	Nigeria Certificate in Education
NSCC	National School Climate Centre
CSCI	Comprehensive School Climate Inventory
CPD	Continuing Professional Development
B.Ed	Bachelor of Education
B.Sc. Ed.	Bachelor of Science Education
B.A. Ed	Bachelor of Arts Education
B.Sc.	Bachelor of Science
B.A.	Bachelor of Arts
B.Eng.	Bachelor of Engineering
B.Agric	Bachelor of Agriculture
B.Tech.	Bachelor of Technology
PGDE	Postgraduate Diploma in Education
M.Ed.	Master of Education
M.Sc.	Master of Science
M.A.	Master of Arts
Ph.D.	Doctor of Philosophy

Chapter One

Introduction

1.1 Background to the Study

Education plays a pivotal role in the overall development of any nation. It has been identified as a key ingredient to national development. Therefore, it is important for every nation to invest in education and remove all hurdles to quality education¹. It is a continuous process that occupies a central position in development as it is a major pathway to improving the quality of human resources². Its contribution particularly to the socio-economic wellbeing of the citizens of a country cannot be over emphasized. Education is a constant process of enhancing the human mind, abilities, and behaviour through ongoing teaching and learning in suitable settings and conditions. It is perceived as the cornerstone of economic and social development as it supplies a country with the needed human capital that can effectively and efficiently convert other available resources into output of high value and also provides a principal means of welfare for individuals³. Every country has educational goals that have been specifically tailored to meet its educational needs in view of attaining a holistic national development. The achievement of these educational goals is highly dependent on the quality of educational personnel, especially with teachers taking the front role of this responsibility. The success of any nation's educational system is to a great extent dependent on the quality of its teachers³.

The job of a teacher is demanding and challenging. Teachers are educational professionals tasked with instructing, molding, training, and guiding students for a healthy growth and stable adult life that contributes meaningfully to the society. A teacher impacts knowledge and innovations on others and provides activities, materials and

guidance that facilitate learning in either formal or informal situations. Teachers are saddled with a multidimensional responsibility ranging from effective mastery of the subject matter, effective teaching, providing guidance, counselling and direction, motivating students towards learning, monitoring students' progress through continuous assessments as well as serving as role models to students. They influence, nurture, and develop students preparing them for global competition with other nations. Therefore, possessing the basic skills required as educators, mentors, and instructors reflects teacher competence which is of great importance^{4 5}.

Teachers are indispensable for the effective running of the school system and the educational system at large⁶. They form the foundations of the educational system, greatly impacting the educational process. Their crucial role in enhancing the quality of human resources cannot be over emphasized. This is as a result of their direct engagement with students in the educational process at school. The teaching and learning process largely depend on teachers. For this process to be considered effective, there must be an evident positive and permanent change in learners' behaviour which is measurable in terms of their affective and cognitive (attitudes and academic achievement) results. However, this will be difficult to achieve without quality teachers as they serve as instruments in evaluating the efficacy of the educational system⁷. The responsibilities and role teachers' play in the lives of their learners, in the educational sector, in society, and in national development are significant and valuable. Consequently, the performance of teachers has become a paramount determinant in determining educational success. This makes their performance in their office of great concern at large^{8,9}.

Job performance is a multidimensional and dynamic concept. Initially, scholars predominantly viewed job performance from two different perspectives; as an outcome

and as an individual behaviour. However, in recent times, researchers have begun to adopt a wholesome and modern approach. Several scholars now recognize job performance as encompassing not only results but also the behaviours necessary to achieve those results, such as cognitive and physical efforts. Consequently, job performance has been defined based on their various perspectives and viewpoints. Job performance is the entire behaviour of workers in relation to the task assigned to them. It is the medium through which workers are assessed and it is determined whether they meet up with the job specifications and standards set for them. It refers to how well tasks are executed, encompassing all the actions of individuals that add value to the organization. These contributions can be either direct or indirect, depending on the role of the employees involved in the organisational activities.

A scholar defined job performance as the quality, quantity, and consistency of an employee's work output, directly impacting organisational effectiveness and success¹⁰. It is the extent to which an employee's actions contribute to achieving the goals and objectives of the organization¹¹. It encompasses the overall effectiveness and efficiency of an individual in executing their job responsibilities, resulting in the achievement of organisational goals¹². This implies that the overall performance of an organisation and the achievement of its goals and objectives is largely dependent on performance of its workers. Therefore, organizations encouraging an employee to perform higher is mandatory because the organization's overall performance is a reflection of individual employees, or the teamwork outcomes¹³. Another scholar defined job performance as the aggregated value of an individual's behaviours and contributions to an organisation over a specific period of time¹⁴. It may be seen as the sum

total of work performance and achievements produced by employees who have completed the work given based on skill, experience, sincerity, and working time¹⁵. Good job performance is marked by achieving quality, quantity, dependability and creativity. The concept of job performance can be viewed from different perspectives. Firstly, the determination of what workers are expected to do by the employers in relation to the reality of what they are actually doing. Secondly, the determination of the actual workload alongside with whether it is too heavy or light. Thirdly, in the case where a worker has a clear outline of what the job description and specifications are, there are certain variables which might contribute to enhancing or impeding a worker's effort as well as the willingness or desire to perform their duties effectively and efficiently⁶.

Teachers' job performance is the ability of teachers to effectively fulfil their responsibilities as educators. It encompasses all the duties performed by a teacher at a particular period in the school system in achieving organisational goals¹⁶. It also involves the efforts made by the teacher within and outside the school system in order to achieve set educational goals and objectives. It plays a pivotal role in determining the overall effectiveness of educational institutions and the educational system at large. It may also imply the degree of extent to which a teacher can execute his role in reference to the certain standards that have been set by an educational institution. This relates to achieving the stated degrees of quality, quantity, creativity and cooperation¹⁷. The degree of job performance of teachers determines their capacity to meet social expectations and prepare the next generation to face the complexities of a changing social, economic, and political environment. Teachers' job performance is beyond doubt pivotal not only to meeting societal demand and expectations but has a far-reaching impact on the improvement of the quality of education process and products (the students)¹⁷. Scholars have reported that teachers with a high level of job satisfaction and performance are more likely to produce

happy, stable and highly innovative learners, who would proactively and productively take part in nation building. On the other hand, teachers with a low level of job satisfaction and performance might end up producing a lazy, and lackadaisical learners who lack creativity and will later become liability and problematic to the nation⁶.

Teachers' job performance is a multifaceted construct that encompasses various dimensions, including pedagogical skills, classroom management, subject knowledge, and student engagement. Teachers' job performance is influenced by a variety of factors. The effectiveness of teachers in the workplace is influenced by a combination of internal and external factors¹⁸. Some scholars highlight teachers training and qualifications, working conditions, remuneration and welfare packages, school leadership, organisational culture, school environment, job satisfaction, administration and management, rewards, promotion, regular payment of salaries and wages, organisational politics, professional development and job satisfaction^{19, 20, 21, 22}.

One of the bases for determining the quality of teachers is their academic qualification. It is a key predictor of teachers' job performance. Academic qualification refers to the educational background of a teacher. It encapsulates all the scholarly certifications in form of degrees or diplomas that a person has gotten. These degrees, diplomas or certifications must be awarded by a competent authority, in recognition that a particular programme has been completed and educational outcomes have been achieved over a stipulated period of time in a reputable institution²³. A scholar defined teacher academic certification as a combined set of qualifications which include general academic and verbal ability, subject matter knowledge and teacher education²⁴. Inherently, academically, qualified teachers may be regarded as those who have academic training as a result of enrolment into educational institutions and obtained qualifications. Academic

qualification is an instrument useful in determining the level of job performance in situations that relate to job competition. Candidates with higher educational qualifications will likely be preferred over candidates with lower qualifications. Employers perceive that those with higher academic qualifications are likely to perform better than those with lower academic qualifications. They also believe that candidates with higher academic qualifications have the ability to absorb new instructions and adapt to advanced technologies.²³

Recent studies have highlighted that there is an unavoidable connection between teachers' academic backgrounds and their job performance. Academic qualification will largely determine the level of teacher professionalism and competence. Teacher professionalism encompasses certain qualities, values, and purposes that are crucial in the field of education and teaching. It involves the expertise, authority, and commitment of teachers to their jobs as a means of livelihood. Teachers' competence is the ability of the teacher to meet and satisfy the learners needs of the subject or lesson. Notably, if teachers lack adequate knowledge in the subject or are deficient in several areas of their field of study, there is a tendency to overlook those areas, leaving their learners to suffer as a result. This shows a deficiency in their academic background²⁵.

Academically trained and qualified teachers are important in achieving the desired quality of education and drive overall. Therefore, academic qualifications of teachers are a major concern to all educational stakeholders.²⁵ A key pathway to raising academically qualified teachers is through teacher education. Teacher education prepares prospective teachers for the profession and provides them with sufficient skills and knowledge needed to thrive in the teaching profession. It serves as one of the components of higher education in Nigeria which can be undertaken in higher institutions of learning such as colleges of

education, facilities of education, and institutes of education. A complete teacher education must provide the following; a good background in general education, professional knowledge of teaching, and students teaching internship²⁵.

In the Nigerian context, the minimum academic qualification required to become a teacher is the Nigeria Certificate in Education popularly known as NCE. The NCE certification is awarded by colleges of education. Teachers with this certificate can be regarded as beginners as it is assumed that they still have a lot to learn about the teaching profession. However, the minimum qualification to teach in secondary schools, especially senior secondary school is a bachelor's degree. B.Ed., B.A.Ed. and BSC. Ed are all bachelor's degrees. A non-education bachelor's degree holder who has successfully undergone a post graduate diploma course in education may also be regarded as academically qualified. The Bachelor's degree, also known as first degree qualification equips teachers with all the knowledge, skills and professionalism they need for their career as instructors. It is believed that those who hold a bachelor's degree are more qualified and exhibit a better professionalism at their work. Higher degrees like M. Ed, M.Sc. Ed, M.A.Ed., Ph.D. are degrees for those who are already educational practitioners. Those at these stages are educational specialists and experts who are interested in digging deeper into the core of educational practices, procedures and processes through research for educational advancement. It is believed that teachers at this level perform excellently because they possess not just basic but core skills needed for managing teaching activities²⁶. This reveals the link between higher levels of education and its positive influence on the performance of core tasks, innovation and the development of constructive behaviour in teacher²⁷. By all implications, academic qualifications significantly boost teachers' job performance²³. Current research studies have shown that students taught by teachers with a higher degree impact positively on students' academic

performance than those who taught with a lower degree²⁸. Subsequently, as a result of the emerging demands in the field of education, most teachers have begun to seek to acquire higher degrees.

The school organisational climate is a very broad concept. A scholar simply described it as the 'heart and soul of a school'⁶. The school organisational climate refers to the representation of a school's personality which includes the values, goals, norms, expectations, interactions and relationships perceived by the members of a school. It may also be described as a total measure of a school's characteristics, such as interpersonal relationships between parents, students, teachers, and administrators, teaching and learning practices, and organisational structures as well as the physical facilities and resources available. School organisational climate is a reflection of the school life and experience patterns of its members²⁹.

Current studies identify five dimensions of school organisational climate. They include safety, teaching and learning, interpersonal relationships, institutional environment and leadership and efficacy³⁰. Researchers have also highlighted six types of school organisational climate; they include: open, autonomous, controlled, familiar, paternal and closed school climate³¹. All of these are extensively discussed in the literature review of this study.

The characteristics of a school are embedded in its organisational climate and it affects the behaviour of the members of the school including the teachers²⁹. It is this organisational climate that differentiates one school from another giving it a distinct personality and by implications affecting the job performance of teachers³². A visit to multiple schools will reveal how schools differ from each other in terms of their experiences and how they feel. For instance, a school where the principal, teachers and learners feel safe, show

enthusiasm, collaborate with each other and find joy in their work depicts a healthy school organisational climate. On the other hand, a school that lacks security, necessary facilities and where the efforts of teachers are often frustrated can be regarded as an unhealthy school organisational climate³³.

School effectiveness and success is directly attached to the school organisational climate. Experts have also linked the school organisational climate with values such as trust, respect, mutual obligation, and concern for others' welfare, fairness, support, pressure, autonomy, cohesion, innovation, recognition, all of which has a significant impact on teachers' job performance^{34,29}. A researcher posited that school organisational climate directly influences the performance of teachers which has an overall success of a school³⁵. Indeed, scholars have encouraged the necessity to promote a healthy school organisational climate³⁶. A favourable school organisational climate provides the structure within which teachers can function cooperatively and constructively⁶. Therefore, schools must cultivate a positive climate needed to succeed and retain excellent job performance of their teachers through good leadership style, proper staff welfare, conflict management, adequate facilities and infrastructures amongst others. School organisational climate needs to be supportive and provide a healthy atmosphere where teachers would be motivated to work and improve on their job performance. When teachers are supported, valued and recognized in a school, they tend to exert more energy into the execution of their jobs, which contributes to the betterment of their performance and the school as a whole³².

Educational institutions must be concerned with the quality of work of their teachers and its improvement. An important aspect of the school organisational climate is the school environment. The school environment in which a teacher operates also plays a great role

in determining the student's performance, school tone and consequently, the performance of teachers which is a paramount determinant of the overall school success³⁷. The school environmental factor is seen as an embodiment of all that surrounds and interact with teaching and learning³⁸. The condition of a school will have an effect on the level of teachers' effectiveness and student patronage. A supportive school environment characterized by safety, strong leadership, a collaborative culture, adequate resources, and reduced workload is essential for optimal teacher performance.

Over the years, different literature has touched on the declining performance of secondary school teachers in Nigeria. In recent times, scholars have observed a lack of enthusiasm in the teaching profession causing teachers to perform below job specifications and societal expectations. This has led to a high turnover in the teaching profession and low level of interpersonal relationships between teachers, students, parents and the society at large. In several parts of the country, the attention, commitment and loyalty of teachers needed for an effective job performance tends to be lacking as teachers these days believe that their salary alone can no longer sustain them and their immediate families. Therefore, their attention is geared towards seeking an alternative means of livelihood³⁹. A closer look into many schools in Oyo state reveal that the performance of secondary school teachers in Oyo State is below expectation especially when it is assessed in relation to the quality of students that is produced to the society⁴⁰.

Several factors have been identified as responsible for the low job performance of teachers. Irregularity in payment of teachers' salary and other allowances, underpayment, poor condition of work, poor subject mastery, level of education, age, promotion and advancement, teaching experience, non-availability of instructional materials, dilapidated school structures and poor recognition of teachers, unfavourable school climates¹⁷.

Therefore, this research work focuses in depth on examining the extent to which academic qualifications and the school organisational climate predicts the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

1.2 Statement of the Problem

Performance of teachers in secondary schools in Nigeria has been a great concern to educational stakeholders⁴⁰. This is because teachers play a pertinent and sensitive role in the attainment of desired educational goals. However, in many Nigerian secondary schools, particularly in Oyo State, concerns have been raised about the declining quality of teaching and the low performance of students in both internal and external examinations⁴¹.

Recent studies highlight a consistent trend of low teacher commitment in public secondary schools across South-West Nigeria. This is reflected through high rates of teacher absenteeism, recurring teacher-led strikes, lack of motivation among teachers, and a general decline in the status, respect, appeal and popularity of the teaching profession⁴². Consequently, these issues have contributed to the deterioration of the education system as a whole and specifically on the student outcomes. Many students emerge from the system lacking essential knowledge, skills, and capabilities needed to contribute meaningfully to national development and compete effectively on global stages. Several factors have been attributed to teacher job performance which include academic qualifications and school organisational climate.

Existing literature suggests that academic qualifications are a key determinant of teacher competence and instructional delivery. Teachers with higher academic qualifications are expected to possess deeper content knowledge and advanced pedagogical skills⁴³. However, some highly qualified teachers still perform below expectations, raising the

possibility that other factors, such as the school organisational climate, may play a significant role. On the other hand, school organisational climate has been found to affect teachers' motivation, morale, and performance⁴⁴.

Despite the critical nature of these variables, limited empirical research has focused on how both academic qualifications and school organisational climate jointly predict teachers' job performance in public secondary schools within Oyo State. Though literature abounds on studies which examine the influence of teachers' qualifications on students' academic performance, the researcher has observed that limited empirical studies have been concentrated on the impact of academic qualification on the job performance of junior secondary school teachers. Thus, to fill this gap, this study seeks to investigate the extent to which academic qualifications and school organisational climate predict the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

1.3 Aim and Objectives of the Study

The aim of the study is to investigate academic qualifications and school organisational climate as predictors of the job performance of secondary school teachers in Ibadan Metropolis, Oyo State. The objectives were to:

- i. determine the level of job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.
- ii. ascertain the level of academic qualifications of junior secondary school teachers in Ibadan Metropolis, Oyo State.
- iii. examine the state of school organisational climate in junior secondary schools in Ibadan Metropolis, Oyo State.

- iv. examine the combined influence of academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.
- v. examine the relative influence of academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

1.4 Research Questions

1. What is the level of job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State?
2. What is the level of academic qualifications of junior secondary school teachers in Ibadan Metropolis, Oyo State?
3. What is the state of school organisational climate in junior secondary schools in Ibadan Metropolis, Oyo State?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

H₀₂: There will be no significant relative influence of academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

1.6 Significance of the Study

This study will be beneficial to various educational stakeholders such as the state government, educational bodies and policy makers, school administrators, teachers, and the society at large.

The findings of this study will enlighten the Oyo State government on the level of academically qualified staff present in the educational system of the state and the different school organisational climate factors affecting the performance of secondary school teachers in the state. They will serve as valuable tools and insights to the Oyo State government for improving the general working terms and conditions of Secondary School teachers in the state. This will bring about an improved standard and quality of education in the state.

For educational policy makers and educational bodies such as Ministry of Education, Science and Technology, Teaching Service Commission (TESCOM) and the Teachers Registration Council of Nigeria (TRCN), the findings of this study will offer them information to be able to make informed and data driven decisions on recruitment practices, school accreditation policies, as well as professional development initiatives that help improve teachers' job performance and effectiveness.

From this study, school administrators or principals will gain some useful information on the possible causes of poor teacher job performance. This knowledge may also prompt

school administrators to put more effort in the close supervision of the recruitment process of teachers in their institutions as well as provide a friendly and conducive work environment in which teachers can discharge their duties with maximum efficiency.

The study will reveal to teachers the importance of acquiring the necessary educational qualifications and expertise needed to perform well in their responsibilities. It will also serve as a guide for teachers to develop measures to aid them in making efficient use of school resources, relationships and environment to ameliorate their job performance in order to promote quality teaching practices in Oyo State Secondary schools.

Finally, the results of this study will enable the society to see the role of teachers in moulding the lives of their students to become future leaders, the important part they play in the society and the need to be attentive to their welfare in order to improve the quality of education in the society.

1.7 Scope of the Study

This study is delimited geographically and contextually. The main focus of the study is to determine the academic qualifications and school organisational climate as predictors of the job performance of secondary school teachers in Oyo State, Nigeria. The dependent variable is teachers' job performance which is measured by various factors such as; student academic performance, student engagement and discipline, use of instructional materials, subject-matter expertise, classroom management, regular student assessments and lesson planning. The first independent variable is academic qualification of teachers, which refers to the educational background of teachers. This can be measured by the level of education of a teacher such as Nigerian Certificate of Education (NCE), Bachelors of Education (B.Ed), Postgraduate Diploma in Education (PGDE), Masters of Education (M.Ed.) and Doctorate in Philosophy of education (PhD). The second independent

variable is school organisational climate. Some of its indicators are safety, teaching and learning processes, interpersonal relationships, institution or academic encouragement, and school leadership.

Geographically, the study is delimited to public junior secondary schools in Oyo State. This implies that it focuses exclusively on educational institutions funded and managed by the government. Ibadan, the state capital which is the area this study focuses on, is selected because of the plethora of secondary schools available in the city. These numerous schools are spread across the city's urban and rural areas, serving different communities with varying socio-economic environments.

1.8 Limitation of the Study

One of the notable challenges faced during the study was gaining access to teachers in junior secondary schools. Some schools were hesitant to participate, citing concerns about the study's interference into their busy schedules. Another significant difficulty was securing a high response rate from participants. Despite the researcher's best efforts to reach out, many teachers seemed uninterested or overwhelmed with their workload, however with the help of the research assistants, the researcher was eventually able to secure a high response rate. In spite of these limitations, the findings of this study are considered valid.

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study.

Teachers' Job Performance: This refers to the extent to which public junior secondary school teachers in Ibadan Metropolis, Oyo State fulfil their responsibilities and perform their duties in the overall accomplishment of educational goals and objectives. The indices to measure teachers' job performance considered in this study are instructional competence, classroom management, professional development and contributions, student assessment practices, student academic performance.

Instructional Competence: It refers to the ability of teachers to design and implement lesson plans aligned with curriculum goals and responsive to diverse student needs in public junior secondary schools in Ibadan Metropolis, Oyo State.

Classroom Management: This refers to the ability of public junior secondary school teachers in Ibadan Metropolis, Oyo state to enforce discipline, manage classroom activities, and foster an environment that supports effective teaching and learning.

Professional Development and Contributions: This refers to the level of participation and contributions to the process of teaching and learning processes of junior secondary school teachers in Ibadan Metropolis, Oyo State.

Student Assessment Practices: This represents the ability of public junior secondary school teachers in Ibadan to evaluate student learning through the right assessment tools which include formative and summative assessment tests.

Student Academic Performance: This refers to the academic performance of students, taught by junior secondary school teachers in Ibadan Metropolis, Oyo State including test scores, examination results, and overall subject proficiency.

Academic Qualifications: It refers to the formal educational degrees, academic certifications and credentials of public junior secondary school teachers in Ibadan Metropolis, Oyo State.

The indices to measure academic qualifications considered in this study are Nigeria Certificate in education, Bachelor's Degree, Postgraduate Diploma in Education, Master's Degree and Doctor of Philosophy.

School Organisational Climate: This refers to the overall atmosphere and working conditions experienced by teachers in public junior secondary schools in Ibadan Metropolis, Oyo State.

The indices to measure school organizational climate in this study are safety, teaching and learning, interpersonal relationships, institutional environment and leadership and efficacy.

Safety: This refers to the extent to which teachers feel physically and emotionally secure without the fear of bullying, harassment, threats and the absence of violence in public junior secondary schools in Ibadan Metropolis, Oyo State.

Teaching and Learning: This relates to the quality of instructional practices and learning experiences in public junior secondary schools in Ibadan Metropolis, Oyo State which involves employing effective teaching methodologies, student engagement and academic support.

Interpersonal Relationships: This encompasses the connections, interactions, and relationships between administrators, staff, students, parents and public junior secondary school teachers in Ibadan Metropolis, Oyo State.

Institutional Environment: This refers to the physical and administrative conditions which contribute to a productive work atmosphere in public junior secondary schools in Ibadan Metropolis, Oyo State. This includes availability of infrastructure, instructional materials, academic culture, efficient administrative and facility maintenance processes.

Leadership and Efficacy: It represents the specific styles and approaches leaders employ to interact with public junior secondary school teachers in Ibadan Metropolis, Oyo to achieve stated goals and objectives.

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Chapter Two

Literature Review

This chapter reviews existing literature on the key variables of this study: academic qualification, school organisational climate, and teachers' job performance. The review thoroughly examines how these variables have been conceptualized by previous scholars and examines relevant theories that explain their relationships. Furthermore, empirical studies on academic qualifications, school organisational climate, and their impact on teachers' job performance are analysed to provide a foundation for the present study. The chapter is organized under the following subheadings;

2.1 Conceptual Review

2.1.1 Concept of Academic Qualifications

2.1.2 Concept of School Organisational Climate

2.1.3 Concept of Teachers' Job Performance

2.2 Theoretical Framework

2.2.1 Person - Environment Fit Theory

2.2.2 Organisational Climate Theory

2.2.3 Human Capital Theory

2.3 Review of Empirical Studies

2.3.1 Academic Qualifications and Teachers' Job Performance

2.3.2 School Organisational Climate and Teachers' Job Performance

2.4 Conceptual Model

2.5 Summary of Gaps in Literature Reviewed

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2.1 Conceptual Review

2.1.1 Concept of Academic Qualifications

Academic qualifications refer to the formal certifications, degrees, and credentials obtained through structured education and training programmes. It serves as a measure of an individual's academic knowledge, competencies, and expertise in a specific field¹. Academic qualification is often classified based on educational level, ranging from basic literacy certificates to postgraduate degrees.

Scholars opine that academic qualifications encompass both theoretical knowledge and practical skills required for professional competence². The dimensions of academic qualification include level of education, field of study, and institutional accreditation³. These dimensions significantly influence professional credibility and career progression, particularly in the teaching profession where higher qualifications are often linked to better pedagogical strategies and student outcomes⁴.

In addition, academic qualifications refer to the formal educational credentials, including degrees, diplomas, and certificates, awarded by recognized institutions upon successful completion of specified programmes. These qualifications represent a structured

combination of theoretical knowledge and practical skills essential for professional practice, particularly in education, where teachers' qualifications directly influence their instructional effectiveness and subsequently, student achievement⁵.

Also, in the educational context, academic qualifications serve as critical indicators of a teacher's preparedness, expertise, and capacity for delivering quality instruction. Teachers with advanced academic qualifications are typically equipped with superior pedagogical strategies and deeper content knowledge, which enable them to create conducive learning environments and significantly enhance students' academic outcomes⁶.

Furthermore, academic qualifications may be categorized as pre-service and in-service qualifications. Pre-service qualifications refer to initial degrees obtained before entering a profession, while in-service qualifications are obtained while actively engaged in professional practice to enhance expertise⁷. The credibility and recognition of academic qualifications often depend on the quality of institutions that issue them and the regulatory bodies that oversee educational standards⁸.

The evolution of teachers' academic qualifications in Nigeria has undergone significant transformation, shaped by colonial education, post-independence reforms, and contemporary policies. During the colonial era, missionary schools played a dominant role in teacher training, with most educators holding basic teaching certificates rather than formal degrees⁹. This era saw the establishment of teacher training colleges that provided structured certification programmes, such as the Grade II Teacher Certificate¹⁰.

Post-independence, Nigeria prioritized educational development, leading to the establishment of teacher education institutions like the Advanced Teachers' Colleges and universities offering Bachelor of Education (B.Ed.) degrees¹¹. The National Policy on Education (NPE) of 1977 marked a significant shift by emphasizing minimum teaching

qualifications, requiring primary school teachers to hold at least a National Certificate in Education (NCE)¹².

The Teachers Registration Council of Nigeria (TRCN), established in 1993, further standardized teachers' academic qualifications by mandating professional certification for all educators¹³. Recent reforms have encouraged continuous professional development, making postgraduate degrees increasingly essential for career advancement in the teaching profession¹⁴.

Professional development and continuous learning are intertwined with academic qualifications, as teachers with higher qualifications tend to engage more actively in lifelong learning. Professional development enhances teachers' competencies, contributing positively to job performance¹⁵. According to the Teachers Registration Council of Nigeria (TRCN), continuous professional training programmes substantially improve teachers' teaching abilities, pedagogical adaptability, and responsiveness to emerging educational trends¹⁶. Teachers who engage in ongoing professional development consistently report higher job satisfaction and effectiveness. Other scholars posit that regular participation in workshops, seminars, conferences and postgraduate courses contributes significantly to the professional growth of teachers, enhancing their classroom effectiveness and overall performance¹⁷. Thus, sustained professional development linked to higher academic qualifications promotes a continuous improvement cycle in teachers' job performance.

2.1.1.1 Types of Academic Qualifications in the Teaching Profession

Teachers in Nigeria and globally acquire various academic qualifications, each tailored to specific educational levels and professional expectations. The major types of academic qualifications include:

1. **Basic Teaching Certificates:** These include Grade II Teacher Certificates, which were widely used before being phased out in favour of more advanced qualifications¹⁸.
2. **Nigeria Certificate in Education (NCE):** The NCE is the minimum qualification for primary and junior secondary school teachers in Nigeria. It provides foundational pedagogical skills¹⁹.
3. **Bachelor's Degrees (B.Ed., B.A. Ed., B.Sc. Ed.):** These degrees offer specialized knowledge in various subjects and pedagogical methods, qualifying individuals to teach at secondary and higher education level²⁰.
4. **Postgraduate Diplomas in Education (PGDE):** This qualification is designed for graduates of non-education disciplines who wish to transition into the teaching profession²¹.
5. **Master's Degrees (M.Ed., M.A. Ed., M.Sc. Ed.):** Advanced degrees that emphasize educational research, curriculum development, and leadership skills²².
6. **Doctoral Degrees (Ph.D. in Education):** These qualifications focus on research, policy formulation, and higher education teaching²³.

Although the minimum academic qualification for teachers in junior secondary schools is a Nigeria Certificate in Education (NCE), with the increasing complexity of educational demands, many teachers pursue multiple qualifications to enhance their expertise and career prospects²⁴

2.1.1.2 The Role of Higher Education in Teacher Development

Higher education plays a fundamental role in shaping and advancing the professional competencies of teachers by equipping them with the theoretical knowledge and practical skills necessary for effective teaching. Universities and colleges of education serve as

training grounds where aspiring and in-service teachers gain expertise in subject mastery, pedagogy, and educational psychology, all of which are essential for fostering student success²⁵. Through well-structured curricula, higher education institutions provide teachers with advanced pedagogical training, encompassing modern teaching methodologies, classroom management techniques, and assessment strategies that enhance instructional effectiveness²⁶. Additionally, courses in educational law, ethics, and inclusive education help instil professionalism, ensuring that teachers uphold high ethical standards in their practice²⁷.

Beyond foundational training, higher education promotes research and innovation in teaching, encouraging educators to engage in evidence-based instructional approaches that improve learning outcomes²⁸. Furthermore, it offers opportunities for continuous professional development (CPD), enabling teachers to refine their skills and pursue advanced qualifications through workshops, certifications, and postgraduate studies²⁹. By fostering lifelong learning and professional growth, higher education strengthens the teaching profession, ultimately contributing to improved educational quality and student achievement.

Higher education institutions play a pivotal role in shaping teachers' effectiveness by providing extensive knowledge and cultivating pedagogical excellence. Higher institutions equip teachers with contemporary teaching methodologies, curriculum evaluation techniques, and innovative assessment practices essential for improving student learning outcomes³⁰. Graduates from higher education often exhibit higher confidence, greater professional ethics, and superior problem-solving skills within educational settings.

In the Nigerian context, a researcher confirmed that teachers who acquire postgraduate qualifications demonstrate heightened teaching effectiveness, increased creativity in lesson delivery, and enhanced classroom management capabilities³¹. Higher education also provides a platform for research engagement, empowering teachers to contribute to educational improvements and reforms, ultimately boosting job performance.

Empirical studies suggest that teachers with higher academic qualifications demonstrate improved instructional effectiveness, student engagement, and adaptability to new teaching methodologies³². Higher education also fosters leadership development, enabling teachers to assume administrative roles in educational institutions³³. Academic qualifications form the foundation of professional competence in the teaching profession. The evolution of teacher education in Nigeria reflects broader global trends emphasizing continuous learning and higher academic standards. Different academic qualifications cater to varying levels of the education system, ensuring that teachers are well-equipped to meet pedagogical challenges. Moreover, higher education institutions play a pivotal role in teacher preparation, ongoing professional development, and educational research. As the educational landscape evolves, there is a growing need for policies that encourage teachers to pursue higher qualifications and continuous professional learning.

2.1.2 Concept of School Organisational Climate

School organisational climate refers to the quality and character of school life that influences the experiences and behaviours of teachers, students, and administrators within an educational setting. It embodies the patterns of attitudes, values, behaviours, and feelings prevalent within a school environment. A scholar posits that the school organisational climate is perceived as the “collective perceptions of teachers and staff concerning the psychological environment of the school”³⁴. The concept includes

emotional, psychological, and social elements, emphasizing the atmosphere that either enhances or hinders teaching effectiveness and overall educational outcomes. Yet, another researcher refers to it as the element of a professional environment that has a strong influence on the action and performance of teachers working in the school³⁵.

In line with the above definition, another scholar defined school organisational climate as a construct referring to the shared meaning attached to educational policies, practices, and measures that are associated with teaching experience³⁶. Commenting further, other researchers asserted that school organisational climate is perceived by teachers as those feelings concerning the arrangement and the activities in the school as it relates to the extent they feel the arrangement, interaction and activities creates a balance between the personnel need and the school goal³⁷. Also, experts defined organisational climate as the condition that supports the motivation and performance of people in the workplace³⁸.

In addition, another scholar defined organisational climate as a quality of the internal environment of the organisation experienced by its members, affecting their behaviour, and can be described by the values of organisational characteristics³⁹. While other researchers compare organisational climate to personality, stating that "personality is to the individual what organisational climate is to the organization," highlighting its role in shaping the behaviours and interactions within the school setting⁴⁰. The National School Climate Center defines school organisational climate as the quality and character of school life, reflecting norms, goals, values, interpersonal relationships, teaching and learning practices, and organisational structures⁴¹. Also, another researcher emphasized that the school organisational climate is impacted by school culture, which is defined by shared values, assumptions, and beliefs, and strongly influences leadership enactment⁴².

Collectively, these definitions underscore that the school organisational climate encompasses the shared perceptions and experiences of educators regarding their work environment, which in turn influence their behaviours, job satisfaction, and performance. A positive organisational climate is characterized by supportive leadership, collaborative relationships, and a shared commitment to the school's mission and goals, all of which are essential for fostering effective teaching and learning environments.

Therefore, it is important to understand and improve school organisational climate as it is crucial to enhancing teachers' job performance. When a positive climate that supports professional development, recognizes achievements, and promotes collaboration is fostered, schools can create environments where teachers are motivated and equipped to perform at their best, ultimately leading to improved educational outcomes for the institution. The nature of organisational climate in schools is dynamic and multifaceted, comprising various interactions and relationships between teachers, students, parents, and school management. Researchers noted that a positive school organisational climate fosters mutual respect, encourages effective communication, and promotes collaborative problem-solving, significantly impacting student achievement and teacher performance⁴³. Conversely, negative climates characterized by distrust, poor communication, and limited collegial support tend to lead to dissatisfaction, reduced morale, and decreased professional effectiveness among educators⁴⁴.

School organisational climate directly influences teachers' motivation, professional satisfaction, and instructional efficacy. A supportive climate characterized by positive leadership, adequate resources, and collegiality significantly enhances teachers' effectiveness by fostering commitment and innovative instructional practices⁴⁵. Furthermore, a positive climate encourages professional risk-taking, experimentation, and

adoption of new teaching methodologies, enhancing student engagement and academic achievement. Effective teaching thrives in climates where teachers feel respected, valued, and professionally supported. In contrast, climates marred by distrust, resource inadequacy, and administrative inefficiency negatively affect teaching effectiveness, leading to burnout and attrition⁴⁶. Therefore, cultivating a positive organisational climate becomes a strategic imperative for educational administrators aiming to achieve sustained improvement in teaching and learning outcomes.

Furthermore, school culture, which is an important aspect of the school organisational climate, encompasses how the deeper and more stable underlying beliefs and values of a school community significantly influences teachers' job performance. A positive school culture promotes professional values such as collaboration, continuous learning, innovation, and a strong focus on student success. Such cultures enhance teachers' sense of efficacy, commitment, and professional satisfaction, leading to improved instructional quality and student achievement⁴⁷.

On the other hand, toxic school cultures characterized by blame, isolation, and resistance to change undermine teacher morale, satisfaction, and ultimately job performance. In the context of Oyo State Nigeria, recognizing and strategically shaping positive school cultures through inclusive leadership, transparent communication, and professional respect can significantly impact teacher performance positively⁴⁸.

Importantly, school organisational climate is context-specific and significantly shaped by leadership styles, institutional policies, and cultural orientations. This is particularly relevant in Oyo State, Nigeria, where educational institutions face distinct socio-economic, cultural, and infrastructural challenges affecting climate. Thus, understanding and improving school organisational climate is essential for educational leadership and

administration aiming to enhance teacher performance and academic outcomes in the region⁴⁹.

2.1.2.1 Dimensions of School Organisational Climate

Existing research identifies various dimensions crucial to understanding the school organisational climate. These dimensions include collegial leadership, professional teacher behaviour, academic emphasis, and institutional vulnerability⁵⁰. In the Nigerian context, the dimensions of school organisational climate particularly emphasized include leadership style, teacher collaboration, resource availability, parental involvement, and discipline management⁵¹.

A positive and inclusive school organisational climate is foundational to effective teaching and learning. Research has consistently shown that the emotional, social, and physical environments in which students learn significantly influence their academic performance and overall well-being. In an effort to systematically evaluate and improve school organisational climate, the National School Climate Center (NSCC) developed the Comprehensive School Climate Inventory (CSCI), an empirically validated assessment tool designed to measure the quality and character of school life across a range of dimensions. This study explores the structure and significance of the CSCI, highlighting its five broad categories and fourteen essential dimensions.

The CSCI is grounded in the understanding that school organisational climate encompasses more than just academic instruction; it includes the values, expectations, interpersonal relationships, and institutional structures that shape everyday experiences in the educational setting. According to the National School Climate Center, the CSCI is divided into five overarching domains: Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, and Leadership and Efficacy. Each of these

domains is further broken down into specific dimensions that provide a nuanced view of how students, staff, and families experience the school environment⁵².

The first domain, Safety, covers three key dimensions: Rules and Norms, Sense of Physical Security, and Sense of Social-Emotional Security. The Rules and Norms dimension assesses whether schools have clear and consistently enforced policies regarding violence, verbal abuse, and harassment. It also examines how effectively adults intervene when rules are broken. The Sense of Physical Security evaluates how safe teachers feel from physical harm, while the Sense of Social-Emotional Security looks at teachers' experiences with verbal abuse, teasing, and exclusion by peers. These components are essential in fostering a safe and welcoming environment where school members can thrive without fear of harm or discrimination⁵².

The second domain, Teaching and Learning, includes the dimensions of Support for Learning and Social and Civic Learning. Support for Learning assesses whether teaching practices are engaging, encouraging, and inclusive of different learning styles, with an emphasis on constructive feedback and opportunities for independent thinking. Meanwhile, Social and Civic Learning assesses how well the school fosters students' development of civic responsibility, empathy, conflict resolution skills, and ethical decision-making. These dimensions reflect the broader educational mission of developing not only academically competent but also socially responsible individuals in the society⁵².

Interpersonal Relationships, the third domain, consists of Respect for Diversity, Social Support Adults, and Social Support Students. Respect for Diversity measures the extent to which differences in race, gender, culture, and other personal characteristics are acknowledged and respected within the school community. Social Support Adults focuses on the presence of caring and supportive relationships between staff and students, while

Social Support—Students examines peer relationships and the presence of a collaborative, inclusive student culture. Together, these aspects highlight the importance of mutual respect and emotional connectivity in fostering a healthy school climate⁵².

The fourth domain, Institutional Environment, addresses the physical and psychological context in which education takes place. It comprises School Connectedness/Engagement and Physical Surroundings. School Connectedness/Engagement evaluates the level of participation and identification that students, staff, and families feel toward the school, while Physical Surroundings assesses the cleanliness, order, and adequacy of school facilities and materials. A well-maintained and inclusive physical environment supports student engagement and communicates institutional respect for learning⁵².

Lastly, the domain of Leadership and Efficacy includes Leadership and Professional Relationships. The Leadership dimension evaluates whether school leaders provide a clear vision and accessible support for staff and students, while Professional Relationships focuses on the collegiality and collaboration among school staff. Strong, visionary leadership and supportive professional relationships are integral to building and sustaining a positive school culture⁵².

When these fourteen dimensions are thoroughly examined across five broad categories, the CSCI provides a comprehensive snapshot of a school's climate. It allows school leaders, educators, students, and families to identify strengths and areas for improvement in the school environment. The ultimate goal of the CSCI is not only to assess but also to guide actionable strategies that enhance safety, foster engagement, support learning, and cultivate respectful and supportive relationships. In this way, the CSCI functions as a crucial instrument in the pursuit of educational excellence and equity.

2.1.2.2 Types of School Organisational Climate

The concept of school organisational climate has become central in contemporary educational discourse, influencing everything from teacher effectiveness and student learning to institutional development and educational policy. School organisational climate encompasses the quality and character of school life as experienced by students, teachers, and administrators. This includes interpersonal relationships, teaching and learning practices, organisational structures, and the norms and values that guide behaviour within schools. According to scholars' seminal classification of school organisational climates into six distinctive types and this includes open, autonomous, controlled, familiar, paternal, and closed continues to provide a robust framework for analysing educational environments⁵³.

The open school climate represents the ideal organisational setting in educational institutions. It is characterized by sincerity, trust, collaboration, mutual respect, and enthusiasm among school members. Teachers and administrators in an open climate engage in sincere dialogues, experience high levels of collaboration and enjoy professional autonomy. Leadership is democratic, and decision-making is participatory, ensuring that teachers are treated as professionals with valuable insights. In this environment, both instructional and relational dimensions flourish. Research supports the benefits of open school climates. For instance, a study conducted by a scholar in Ghana revealed that open climate, alongside familiar and controlled climates, significantly contributed to teacher job performance⁵⁴. Teachers in these environments reported feeling empowered, supported, and respected by their headteachers. Moreover, schools with an open climate were associated with higher levels of teacher motivation and commitment to student learning outcomes⁵⁴.

However, contrasting findings from other scholars in Anambra State, Nigeria, complicate this narrative. Their study found a negligible and negative correlation between teachers' perception of open school climate and their job performance⁵⁵. This counterintuitive result suggests that open climate, while generally perceived positively, may not always translate into higher performance, especially if teachers become disengaged or interpret autonomy as a license for complacency.

The autonomous climate is similar to the open climate in its respect for teacher professionalism but differs in its reduced emphasis on leadership involvement. In this setting, teachers operate with significant independence, having the freedom to conduct their work and fulfil both professional and social needs without close administrative oversight. Teachers are trusted to meet expectations based on their judgment and expertise. These findings in Ghana positioned autonomous climate as the second most prevalent school climate, after the open type⁵⁶. Teachers appreciated the professional freedom and reduced bureaucratic interference, which allowed for creative and flexible teaching methods. However, the study also noted that the autonomous climate did not significantly predict teacher performance, possibly due to the absence of structured guidance and support.

Furthermore, the controlled climate emphasizes structure, discipline, and the achievement of institutional goals. In such settings, the principal typically exerts significant control over school operations, often prioritizing production outcomes over individual or social needs of teachers. While this climate may appear rigid, it can lead to high performance when organisational objectives are clearly communicated and closely monitored. In conjunction with a scholar's research, the controlled climate was the third most influential in enhancing teacher performance⁵⁶. Teachers in this environment recognized the

importance of accountability and appreciated the clarity of expectations, even though the emotional climate might be less warm. The success of the controlled climate, however, depends heavily on the leadership style employed. When principals are supportive and communicate expectations constructively, teachers are more likely to respond positively to control and structure. This finding aligns with the work of another scholar, who noted that in a controlled climate, the emphasis on task achievement can be balanced with organisational effectiveness if leaders maintain professional relationships⁵⁷. Such climates may suit schools where performance metrics are central, but their long-term viability relies on integrating consideration for teacher well-being and involvement⁵⁷.

The familiar climate places a premium on interpersonal relationships, collegiality, and emotional support. Teachers and administrators operate in a friendly environment where mutual trust and intimacy flourish. In this climate, there is high consideration for individual needs, and work is often conducted within a framework of social cohesion and personal connection rather than formal authority. Interestingly, another study by a scholar found that the familiar climate contributed most significantly to teacher job performance among all six types⁵⁶. Teachers working in familiar climates reported higher satisfaction, improved collaboration, and greater emotional commitment to the school community. This outcome underscores the importance of nurturing social bonds in educational settings, where emotional labour plays a significant role in day-to-day responsibilities. While the familiar climate fosters a sense of belonging and collegiality, critics argue that excessive focus on relationships may detract from goal-oriented productivity. However, as long as professional expectations are maintained, the familiar climate can serve as a strong foundation for morale and engagement, especially in resource-constrained or high-stress educational contexts.

Furthermore, the paternal climate is typified by a principal who is highly active and controlling but lacks meaningful engagement with teachers' professional development or feedback. The leader makes most decisions unilaterally and discourages teacher leadership or initiative. Although the principal may appear hardworking, the lack of shared vision and teacher participation undermines organisational coherence⁵⁸. In the studies reviewed, the paternal climate was among the least effective in enhancing teacher performance. For example, a number of scholars observed that in paternal climates, teachers felt alienated, and their contributions undervalued, leading to low motivation and passive compliance⁵⁶. Teachers may fulfil their duties out of obligation, not passion or professional commitment. The paternal climate corresponds to McGregor's Theory X, which posits that workers are inherently lazy and must be closely monitored and directed. In educational institutions, such a climate tends to stifle creativity, collaboration, and professional growth, ultimately limiting the potential for meaningful reform or innovation.

The closed school organisational climate is the most dysfunctional of all six types. It is marked by high levels of disengagement, mistrust, and inefficiency. Leadership is autocratic and rigid, teachers are often demoralized, and the overall school atmosphere is toxic. Communication is poor, collaboration is minimal, and there is widespread dissatisfaction among staff. Multiple studies have shown the detrimental effects of closed climates. A scholar reported that the closed climate had the least impact on teacher performance in Ghana, reflecting its damaging influence on organisational⁵⁶. Similarly, some researchers found a low but negative correlation between teachers' perception of a closed climate and their job performance in Anambra State⁵⁹. Closed climates often emerge in schools with authoritarian leadership, lack of vision, and minimal teacher involvement in decision-making. Over time, such environments foster cynicism,

resistance, and burnout among teachers, severely undermining educational quality and student outcomes.

The classification of school organisational climates into open, autonomous, controlled, familiar, paternal, and closed provides a valuable framework for understanding how organisational environments affect teacher performance and overall school effectiveness. While open and familiar climates are generally associated with positive outcomes, autonomous and controlled climates can also be effective if appropriately managed. Paternal and closed climates, however, tend to hinder professional engagement and institutional development. These findings underscore the importance of context-specific leadership strategies in cultivating school climates that balance professionalism, emotional well-being, and organisational goals. Educational leaders must remain cognizant of the dynamic interplay between climate, leadership, and culture, and tailor their approaches to foster environments conducive to excellence in teaching and learning.

2.1.2.3 Components of School Organisational Climate

The organisational climate of a school is a multifaceted construct that shapes the day-to-day experiences of teachers, students, administrators, and other stakeholders. It represents the cumulative effect of leadership practices, interpersonal relationships, policies, and resources that together define the school's operational ethos. As schools evolve to meet the diverse and complex demands of education in the 21st century, understanding the components of school organisational climate becomes essential for ensuring institutional effectiveness and sustainability. This study explores in detail the major components of a school's organisational climate, including leadership, interpersonal relations, professional development, disciplinary practices, parental engagement, resource allocation, and the physical and emotional safety of the school environment.

Leadership is widely recognized as the cornerstone of school organisational climate. The role of school leadership, particularly that of the school principal is instrumental in shaping the vision, goals, and daily functioning of the school. Leadership practices influence the level of trust among staff, the openness of communication, and the degree of teacher autonomy. According to some scholars, effective leaders cultivate an inclusive environment characterized by respect, personal regard, and competence in core responsibilities⁶⁰. Such leaders set clear expectations while also providing the support and flexibility necessary for teachers to exercise professional judgment. They foster a sense of shared purpose and collaboration, which directly contributes to a positive organisational climate. Conversely, authoritarian or inconsistent leadership can foster mistrust, disengagement, and a toxic school culture.

In addition, the quality of interpersonal relationships among staff members is another critical component of school organisational climate. These relationships are shaped by the level of collegiality, trust, communication, and mutual support that exists within the teaching staff and between staff and administration. When teachers feel respected, valued, and supported by their colleagues, they are more likely to engage in collaborative professional practices and demonstrate higher levels of motivation and commitment. In addition, some scholars emphasize the role of professional learning communities in fostering shared goals and continuous improvement through teamwork and reflective dialogue⁶¹. Strong interpersonal relationships not only improve teacher morale but also contribute to more effective instructional practices and better student outcomes.

Moreover, access to meaningful and constant professional development is essential for cultivating a dynamic and progressive school organisational climate. Professional development refers to the structured opportunities for educators to enhance their

pedagogical knowledge, leadership skills, and classroom practices. It plays a significant role in shaping teacher efficacy and satisfaction. Schools that prioritize professional development are more likely to have staff who feel confident, competent, and invested in their work. Furthermore, continuous learning opportunities signal that the institution values growth and innovation, reinforcing a culture of excellence. According to studies by researchers, schools with robust professional development frameworks demonstrate higher levels of teacher engagement and retention⁶². Thus, investment in teacher development not only strengthens individual capacity but also contributes to organisational effectiveness.

The disciplinary climate of a school encompasses the policies and procedures used to maintain order, enforce rules, and address behavioural issues. Effective disciplinary practices are fair, transparent, and consistently applied. They promote a sense of justice and accountability among students and staff. A positive disciplinary climate contributes to a safe and focused learning environment, enabling teachers to concentrate on instruction and students on learning. However, when disciplinary measures are perceived as punitive, arbitrary, or biased, they can create fear, resentment, and distrust undermining the overall school organisational climate. Clear behavioural expectations, restorative justice practices, and equitable enforcement of rules are therefore essential to maintaining a constructive school atmosphere.

Parental and community engagement is a frequently overlooked yet vital aspect of the school organisational climate. Parental involvement in school activities, decision-making processes, and student learning builds trust and reinforces a sense of shared responsibility for educational outcomes. High levels of parental engagement contribute to a more cohesive school community and foster positive relationships between home and school.

When parents are actively involved, teachers feel more supported and students tend to demonstrate better academic and behavioural outcomes. Effective parental engagement includes regular communication, collaborative goal-setting, and opportunities for participation in school governance and events. According to some scholars, parental engagement is an essential factor in building inclusive, culturally responsive school environments⁶³.

The availability and equitable distribution of resources such as instructional materials, teaching aids, classroom supplies, technological tools, and infrastructure significantly impact the school organisational climate. Adequate resources support effective instruction and signal institutional commitment to teaching and learning. When schools lack necessary resources, teachers often bear the burden of compensating for deficits, which can lead to burnout and dissatisfaction. On the other hand, well-resourced schools foster a sense of pride and purpose among staff and students. Resource allocation also extends to staffing, scheduling, and the provision of student support services. Transparent and strategic resource management reflects strong organisational capacity and promotes a healthy school organisational climate by reducing stress and promoting equity.

Lastly, the physical and emotional safety of the school environment is foundational to a positive organisational climate. Physical safety involves ensuring that school facilities are secure, well-maintained, and conducive to learning. Emotional safety refers to the degree to which students and staff feel respected, valued, and psychologically supported. Schools that prioritize inclusivity, anti-bullying policies, and mental health services create environments in which all members feel they belong. Safe schools are characterized by open communication, respect for diversity, and proactive conflict resolution strategies.

Emotional safety is particularly important in fostering trust and encouraging innovation, risk-taking, and academic engagement.

2.1.3 Concept of Teachers' Job Performance

Teachers' job performance encapsulates all the duties performed by a teacher at a particular period in the school system in achieving organisational goals. It implies the efforts made by the teacher within and outside the school system in order to achieve set educational goals and objectives⁶⁴. Also, Teachers' job performance explains the degree of extent to which a teacher can execute his role in reference to the certain standards that have been set by an educational institution. This relates to achieving the stated degrees of quality, quantity, creativity and cooperation⁶⁵. In addition, the degree of job performance of teachers determines their capacity to meet social expectations and prepare the next generation to face the complexities of a changing social, economic, and political environment. Teachers' job performance is beyond doubt very important not only to meet societal demand and expectations but also to improve the quality of education process and products⁶⁶.

The role of teachers within an educational institution cannot be overstated, as they serve not only as transmitters of knowledge but also as developers of students' cognitive, emotional, and social capabilities. The performance of teachers in fulfilling their responsibilities has been extensively studied and is widely regarded as a cornerstone of educational effectiveness. Other researchers defined teachers' job performance as "the act of a teacher accomplishing or executing a given task in the school". They further elaborate that it goes beyond classroom instruction to include duties such as punctuality, lesson planning, evaluating students, and managing extracurricular activities. This view highlights job performance as encompassing both academic and administrative roles,

emphasizing the teacher's responsibility to ensure that students receive holistic development⁶⁷.

Another definition provided by another scholar describes job performance more generally as “putting knowledge and skills into practice so that work can be done effectively and efficiently”⁶⁸. Applied to the teaching profession, this implies that a teacher must translate pedagogical knowledge into action in ways that enhance learning outcomes and school functionality. Another scholar views teacher job performance as the successful execution of tasks and responsibilities assigned to teachers in order to achieve the objectives of the school, carried out with a strong sense of ethics and professionalism. It includes routine duties like monitoring attendance and assessing students' learning, along with demonstrating dedication to learners' growth and overall development⁶⁹. An academic author explains teachers' job performance as “the duties and observable behaviours that a teacher exhibits at a particular time on curricular and co-curricular activities that are planned and organized by the school so as to attain educational goals”⁵⁶. These definitions underscore the dual nature of teacher responsibilities not only within the classroom but also in contributing to the student's total development, school's overall programming, such as field trips, student clubs, and school sports.

The importance of teacher job performance lies in its direct and far-reaching impact on the overall success of the educational enterprise. First and foremost, teachers are the frontline agents of curriculum delivery. As noted by other scholars, teachers coordinate all factors in the teaching and learning process to promote the attainment of educational objectives⁷⁰. If a teacher performs poorly, even the best-designed curriculum cannot be successfully implemented. Second, teacher performance is closely linked to student outcomes. A teacher who prepares thoroughly, engages students, manages the classroom

well, and provides constructive feedback can significantly enhance student learning, motivation, and performance⁷¹. According to a researcher's study in Ghana, schools where teachers exhibit strong job performance tend to record better academic achievements and higher student satisfaction⁵⁶. Also, job performance is integral to school organisational climate and teacher retention. Teachers who perform well are more likely to experience job satisfaction, professional growth, and a sense of efficacy. In contrast, when performance is poor due to lack of motivation, support, or competence it can negatively affect school morale, peer relationships, and the learning atmosphere. Schools that monitor and support teacher performance effectively are more likely to sustain a positive climate, which in turn fosters student achievement and institutional growth. Fourth, performance serves as a basis for professional appraisal, development, and accountability. Education stakeholders, including ministries of education, school administrators, and parent bodies, require concrete indicators of teacher performance to inform policies on promotion, training, and resource allocation. Teacher job performance is a central pillar of educational success, as it directly influences student learning, school culture, and institutional outcomes. In today's educational landscape, effective teaching demands more than subject matter expertise; it requires a broad spectrum of competencies that reflect both pedagogical skill and professional behaviour.

For the purpose of this study, the indicators of teacher job performance are instructional competence, classroom management, student assessment, professional development, and contributions, and students' academic performance. Each of these elements works interdependently to enhance teacher effectiveness and, consequently, student achievement.

The foundation of excellent teaching begins with instructional competence, which refers to the teacher's ability to design and implement lesson plans aligned with curriculum

goals and responsive to diverse student needs. This competency encompasses mastery of subject matter, effective use of pedagogical strategies, and adaptability in instructional delivery. Subject mastery refers to a teacher's deep and comprehensive understanding of the subject they teach. This knowledge allows educators to explain complex concepts clearly, provide accurate answers, and present information in ways that resonate with students. Subject mastery also helps teachers make meaningful connections between topics, use real-world examples to illustrate abstract concepts, and address student misconceptions effectively⁷⁹. When teachers demonstrate confidence and enthusiasm in their subject area, they inspire curiosity and engagement in learners. Moreover, research indicates that teachers with strong subject knowledge tend to have students with higher academic achievement⁸⁰. For instance, a competent teacher skilfully applies a mix of direct instruction, inquiry-based learning, and cooperative activities, using technology where appropriate to engage learners. According to a researcher, teachers with strong instructional competence foster deeper student understanding and contribute to higher academic performance⁷². Differentiated instruction, the alignment of teaching with students' varied learning styles, is particularly vital in inclusive classrooms, where diversity in ability and background is the norm.

Additionally, another important indicator is the teacher's ability to administer the right student assessment, which plays a pivotal role in guiding instruction and evaluating learning outcomes. Effective assessment includes both formative methods, such as quizzes, reflective journals, and classroom observations, and summative tools, such as final projects and standardized tests. Other scholars emphasized the formative function of assessment in providing actionable feedback and informing timely instructional adjustments⁷¹. By analysing assessment data, teachers can identify learning gaps, tailor interventions, and support differentiated instruction. Moreover, when students receive

timely, constructive feedback, they are more likely to take ownership of their learning and improve academically.

Professional development further reflects the teacher's commitment to continuous growth and excellence. Through participation in workshops, conferences, training courses, seminars, collaborative inquiry, and advanced academic programmes, teachers stay abreast of new pedagogical trends and refine their instructional practices. A researcher argued that sustained, content-focused professional development positively influences teacher knowledge and classroom practice, ultimately improving student learning⁷³. Teachers who actively engage in professional learning communities also benefit from peer support, shared resources, and collective problem-solving. This ongoing professional renewal not only elevates individual teacher performance but contributes to a culture of innovation and reflective practice within schools. Also, professional contributions is an essential performance indicator that extends beyond classroom walls to include relationships with colleagues, families, and community stakeholders. Collaborative teachers engage in joint planning, share best practices, and contribute to school-wide improvement efforts. They also maintain open lines of communication with parents, recognizing the critical role of home-school partnerships in student success. Another scholar indicates that schools with strong teacher collaboration show higher levels of instructional quality and student performance⁷⁴. Collaboration nurtures a collective sense of responsibility and fosters a supportive professional environment where educators thrive together. Professional contributions represent a vital but sometimes intangible measure of teachers' job performance. These contributions include participation in curriculum development, mentorship of new teachers, involvement in school leadership teams, and engagement in professional learning communities (PLCs). Teachers who take on such roles demonstrate a commitment to the collective mission of the school and often act as

catalysts for innovation and change. A researcher found that sustained involvement in collaborative professional development correlates positively with both teacher knowledge and student outcomes⁸³. Furthermore, such teachers often model best practices for their peers and help cultivate a culture of professionalism and excellence

Teacher job performance is a multifaceted construct that cannot be measured by a single criterion. Rather, it encompasses a dynamic interplay of instructional skills, classroom leadership, assessment literacy, professional growth, and interpersonal collaboration. These indicators not only reflect individual competence but also influence the broader school environment and educational outcomes. Strengthening teacher performance requires systemic investment in professional development, supportive leadership, and collaborative structures. When teachers excel across these domains, students are more likely to succeed, and schools become vibrant centres of learning.

Student academic achievement remains one of the most direct and widely used indicators of teacher effectiveness⁷⁵. Standardized test scores and internal examinations serve as benchmarks for evaluating how much students have learned over a specific period. While some critics argue that test scores alone cannot capture the full extent of learning, there is broad agreement that consistently high student achievement is indicative of sound instructional practices⁷⁶. Teachers who are effective in designing coherent lesson plans, using differentiated strategies, and aligning their instruction with curriculum standards tend to foster better academic outcomes. As noted by a researcher, effective teachers are not only knowledgeable about their subject matter but are also skilled in translating that knowledge into accessible learning experiences that improve student achievement.⁷²

Closely related but broader in scope is the concept of student performance, which includes academic, social, and emotional dimensions. Academic performance pertains to

grades and test results, while social and emotional performance refers to behaviours such as collaboration, resilience, emotional regulation, and participation in school life. These aspects are vital because they reflect the holistic development of students, a primary goal of modern education. Teachers who support students emotionally, create inclusive classroom environments, and teach social skills contribute significantly to these non-academic outcomes.

Another important indicator of teachers' job performance is student engagement, which has emerged as a powerful predictor of both academic achievement and emotional well-being. Student engagement refers to the level of interest, enthusiasm, and active participation students demonstrate in learning activities. Teachers who cultivate high levels of engagement often employ interactive teaching methods, integrate technology meaningfully, and establish strong relational ties with students. Engaged students are more likely to complete assignments, ask questions, collaborate with peers, and persist through academic challenges. According to a researcher, engagement is multidimensional cognitive, emotional, and behavioural and closely linked to instructional quality⁷⁴. In this sense, student engagement serves as both a reflection of teacher effectiveness and a contributing factor to student performance.

Effective teachers demonstrate clarity in instruction, responsiveness to student needs, appropriate pacing, and the ability to maintain a productive classroom environment⁷². Researchers stress the importance of classroom management in facilitating instruction, arguing that a well-managed classroom sets the foundation for effective teaching. Observations, when conducted regularly and constructively, also serve as valuable tools for professional growth and reflective practice⁷⁷.

Teaching effectiveness encompasses the ability to employ a variety of instructional strategies to address the diverse learning needs of students. Effective teachers differentiate instruction, integrate active learning methods, and use technology to enhance engagement. They assess student progress through formative and summative evaluations, adjust their teaching methods based on feedback, and create inclusive classrooms that support all learners. Effective teaching also involves fostering critical thinking, collaboration, and problem-solving skills among students. Studies show that teachers who use student-centred approaches, such as inquiry-based learning and cooperative learning, significantly improve student outcomes⁸¹.

Classroom management is the process of creating and maintaining a structured, positive, and productive learning environment. Effective classroom management ensures that students feel safe, respected, and motivated to learn yet encourages timely feedback from students. Teachers accomplish this by setting clear expectations, establishing routines, and using proactive behaviour management strategies. Strong classroom management minimizes disruptions, maximizes instructional time, and contributes to both student success and teacher job satisfaction yet encourages timely feedback from students. According to a researcher, incorporating student voice into teacher evaluations not only enhances the reliability of assessments but also empowers students and promotes transparency⁷⁸. Research suggests that well-managed classrooms lead to improved student behaviour, higher academic performance, and reduced teacher stress⁸². Classroom management creates the structural and emotional climate necessary for effective teaching and learning. Teachers must establish clear behavioural expectations, foster mutual respect, and manage disruptions efficiently. Well-managed classrooms are characterized by consistent routines, proactive discipline strategies, and an atmosphere of psychological safety

Teachers' job performance in secondary schools cannot be assessed through a single metric. Rather, it requires a multifaceted approach that combines evidence of student outcomes, classroom practices, student perceptions, and professional behaviours. Indicators such as instructional competence, classroom management professional development and contributions, student assessment practices, and student academic performance together provide a nuanced picture of teacher quality. When used thoughtfully and in combination, these KPIs not only assess performance but also guide targeted professional development and school improvement efforts.

2.1.3.1 Factors Influencing Teachers' Job Performance

Teacher job performance is a fundamental determinant of educational quality and student achievement in secondary schools. It reflects teacher effectiveness in delivering instruction, managing classrooms, assessing students, and participating in school development. However, this performance is not shaped in isolation. Rather, it is influenced by a confluence of academic, institutional, social, and personal factors. Scholars have identified key elements such as academic qualifications, professional development, school organisational climate, workload, class size, resource availability, motivation, teacher-student relationships, government policies, and personal well-being as significant determinants of teacher performance.

Firstly, academic qualifications and professional development have a direct impact on teachers' instructional competence. Teachers with higher academic degrees are generally better equipped with content knowledge and pedagogical strategies, enabling them to deliver more effective instruction. Scholars found that teachers with advanced qualifications demonstrate superior instructional skills, which contribute to better student performance⁸⁴. Additionally, professional development ensures that teachers stay abreast

of emerging trends in education, including new methodologies and curriculum reforms. The researcher further emphasizes that continuous training such as workshops, in-service programmes, and seminars enhances teachers' capabilities to adapt to evolving educational demands⁸⁵. Nevertheless, in Nigeria, many teachers lack access to professional development due to limited funding and infrastructural challenges⁸⁶. Without structured opportunities for growth, teachers' performance may stagnate, affecting student achievement and teacher motivation alike.

Moreover, the school organisational climate and leadership style greatly influence teacher performance. A positive school organisational climate characterized by collegial relationships, effective communication, and shared goals fosters motivation and job satisfaction. Some scholars argue that supportive environments enhance collaboration among teachers, which in turn improves instructional delivery⁸⁷. Equally important is the leadership style of school administrators. Transformational leaders who offer mentorship, inspire vision, and support innovation positively impact teacher morale and engagement⁸⁸. In contrast, autocratic leadership may hinder creativity, breed dissatisfaction, and lead to poor performance. In the Nigerian context, a researcher notes significant variation in school leadership effectiveness, often leading to disparities in teacher commitment and productivity⁸⁹. Ensuring effective leadership training and accountability systems can thus enhance school organisational climate and, by extension, teacher performance.

In addition, workload and class size are significant institutional factors affecting teachers' job performance. Teachers burdened with excessive administrative duties, large teaching loads, and extracurricular responsibilities are more likely to experience burnout and reduced teaching efficacy. Another scholar describes how such stressors compromise classroom instruction and diminish teacher morale⁹⁰. This issue is acute in Nigeria, where

secondary school teachers often manage overcrowded classrooms, making individualized attention nearly impossible⁹¹. In comparison, smaller class sizes facilitate personalized instruction, allow for timely feedback, and encourage active student participation. Further research by scholars confirm that reduced class sizes significantly improve both student learning and teacher satisfaction⁹². As such, policy efforts aimed at teacher redistribution and classroom expansion are critical for improving instructional conditions.

Furthermore, the availability of teaching and learning resources is indispensable to effective teaching. Resources such as textbooks, laboratory equipment, ICT tools, and teaching aids enable teachers to engage students, implement diverse instructional methods, and assess learning accurately. Some scholars highlight that access to adequate technology and learning materials empowers teachers to create dynamic learning environments⁹³. However, resource scarcity remains a persistent issue in many Nigerian schools. As observed by some other scholars, the lack of teaching materials severely limits teachers' ability to execute lesson plans effectively⁹⁴. This situation is exacerbated by inconsistent government funding and inadequate private sector involvement. Addressing these challenges through strategic resource provision and infrastructure development is vital for strengthening teacher capacity.

Equally important are the psychosocial factors such as motivation, job satisfaction, and compensation. Teachers driven by intrinsic motivations such as a passion for teaching and desire for student success tend to perform better and demonstrate greater commitment. According to some scholars, both intrinsic and extrinsic motivators (e.g., recognition, salary, promotions) play pivotal roles in influencing job performance⁹⁵. However, in Nigeria, delayed salary payments, limited promotion opportunities, and inadequate benefits contribute to widespread dissatisfaction⁹⁶. This demoralization not only affects

teacher output but can lead to absenteeism and attrition. Hence, improving compensation structures, ensuring timely salary disbursement, and providing clear career progression paths are essential strategies to enhance motivation and performance.

Moreover, teacher-student relationships and parental involvement significantly shape the teaching-learning dynamic. Positive relationships built on mutual respect and trust improve classroom management, increase student engagement, and foster a supportive learning environment. Some studies by scholars found that teachers who cultivate strong relational bonds with students report higher levels of job satisfaction and instructional success⁹⁷. Similarly, another researcher argued that when parents actively engage in their children's education, teachers receive vital support, which reinforces learning and mitigates behavioural challenges⁹⁸. Unfortunately, socioeconomic constraints and cultural perceptions in parts of Nigeria have led to low levels of parental involvement⁹⁹. Thus, schools must adopt inclusive strategies to bridge the gap between home and school.

Finally, government policies and personal well-being are broader systemic and individual factors influencing performance. Well-designed policies on curriculum reform, teacher certification, and education funding create enabling environments for effective teaching. A researcher notes that policy coherence and investment in teacher training directly contribute to improved teacher quality¹⁰⁰. However, in Nigeria, inconsistent policy implementation and frequent changes undermine educational stability¹⁰¹. On the personal level, teachers' physical and emotional well-being cannot be overlooked. Stress, illness, and lack of work-life balance diminish performance and lead to burnout. Scholars highlight the relationship between psychological health and job satisfaction among teachers¹⁰². Interventions such as counselling services, wellness programmes, and

manageable workloads are therefore critical to sustaining teacher well-being and productivity.

Teachers' academic qualifications significantly influence their professional knowledge, instructional skills, and pedagogical approaches. Academic qualifications serve as a foundation for the teacher's understanding of subject content, which consequently affects classroom effectiveness. According to some studies, highly qualified teachers demonstrate superior instructional practices and are better equipped with effective pedagogical strategies, enhancing student achievement¹⁰³. Teachers who have pursued higher academic qualifications often possess deeper knowledge, a clearer understanding of curriculum development, and robust classroom management skills¹⁰³. Academic qualifications extend beyond theoretical knowledge to encompass practical training, reflecting on teaching methodologies and educational psychology, crucial for fostering engaging learning environments. Other scholars highlight that Nigerian teachers with advanced qualifications frequently adopt innovative teaching techniques, significantly enhancing job performance by effectively addressing diverse student needs¹⁰⁴.

Higher education institutions play a pivotal role in shaping teachers' job performance by providing extensive knowledge and cultivating pedagogical excellence. Higher institutions equip teachers with contemporary teaching methodologies, curriculum evaluation techniques, and innovative assessment practices essential for improving student learning outcomes¹⁰⁵. Graduates from tertiary institutions often exhibit higher confidence, greater professional ethics, and superior problem-solving skills within educational settings. In the Nigerian context, a scholar confirms that teachers who acquire postgraduate qualifications demonstrate heightened teaching effectiveness, increased creativity in lesson delivery, and enhanced classroom management capabilities. Higher

education also provides a platform for research engagement, empowering teachers to contribute to educational improvements and reforms, ultimately boosting job performance¹⁰⁶.

The relationship between school organisational climate and teachers' job performance is a crucial factor in determining the overall effectiveness of educational institutions. A positive organisational climate, shaped by leadership style, workplace conditions, and school culture, creates an environment that fosters teacher motivation, job satisfaction, and professional commitment. When school leaders provide supportive guidance, workplace conditions are conducive to effective teaching, and a collaborative culture is upheld, teachers are more likely to perform optimally.

Effective school leadership significantly impacts teachers' job performance, influencing motivation, job satisfaction, and commitment. A positive leadership style, characterized by supportive, transformational, and collaborative attributes, fosters a conducive work environment and enhances teacher performance¹⁰⁷. School principals who adopt a transformational leadership style inspire teachers, provide mentorship, and encourage innovative teaching practices, significantly improving teachers' instructional effectiveness¹⁰⁷. Leaders who practice open communication, participatory decision-making, and recognition of teachers' efforts effectively cultivate high teacher morale and greater professional commitment. According to some researchers, teachers working under effective leadership are more productive, demonstrate greater instructional efficacy, and report higher levels of satisfaction, all critical to enhance job performance¹⁰⁸.

Workplace conditions profoundly affect teachers' performance. A supportive school organisational climate characterized by adequate resources, manageable workloads, and adequate instructional materials and infrastructural facilities enhances job performance

significantly¹⁰⁹. However, poor workplace conditions, such as overcrowded classrooms, inadequate teaching materials, and excessive workload, negatively impact teachers' motivation, productivity, and overall job performance¹¹⁰. Adequate school infrastructure, sufficient instructional resources, and optimal class sizes are pivotal in enabling teachers to deliver quality education effectively. Teachers' performance thrives in environments that facilitate innovation, professional autonomy, and collaboration among staff members¹¹⁰. Consequently, providing supportive workplace conditions fosters a positive organisational climate, boosting teachers' overall job performance.

School culture, encompassing shared values, beliefs, and norms, significantly influences teachers' job performance. A positive school culture encourages teamwork, professional respect, collaboration, and collective responsibility, leading to optimal job performance of teachers¹¹¹. Teachers working in schools with strong cultures rooted in mutual support, trust, and collective goals exhibit higher job satisfaction, greater motivation, and enhanced commitment to teaching excellence. Moreover, a healthy organisational culture promotes professional learning communities where teachers actively share knowledge, engage in reflective practices, and pursue continuous improvement. Such cultural frameworks significantly enhance teacher performance by fostering a cohesive, goal-oriented environment conducive to educational success¹¹². Therefore, establishing a strong, supportive school culture is instrumental in improving teachers' job performance.

In conclusion, teachers' job performance is shaped by an intricate web of academic, institutional, social, and personal factors. From academic qualifications and school organisational climate to class size, motivation, and personal health, each element contributes to the complex realities of teaching. In Nigeria and similar contexts, addressing these challenges requires a holistic approach involving government action,

community engagement, and institutional support. By investing in teacher development, improving working conditions, and prioritizing well-being, stakeholders can build a robust educational system driven by empowered and high-performing educators.

2.2 Theoretical Review

2.2.1 Person-Environment Fit Theory

The P-E Fit Theory has its roots in interactionist psychology, which emphasizes that human behaviour results from an interplay between individual characteristics and environmental conditions ^{113,114}. The theory was further developed in organisational behaviour and industrial psychology by other scholars who expanded the theoretical framework to include dimensions such as person-job fit, person-organisation fit, and person-supervisor fit^{115,116}.

Lewin laid the groundwork for understanding that individuals function optimally when their psychological needs align with their work environment¹¹⁶. This concept was refined by another scholar in vocational choice theory, which argues that job satisfaction and performance are higher when a person's characteristics match their occupational environment¹¹⁷.

The Person-Environment (P-E) Fit Theory is a foundational psychological and organisational theory that explains how the alignment between individuals and their work environment influences their behaviour, job performance, satisfaction, and overall well-being. The theory has been widely applied in various fields, including organisational psychology, human resource management, and educational research. As it relates to this study on Academic Qualifications and School organisational Climate as Predictors of Teachers' Job Performance in Oyo State, Nigeria - the P-E Fit Theory provides a robust framework for understanding how the alignment between teachers' qualifications, their work environment (school climate), and their roles impact their job performance. This section explores the origins, components, implications, and applications of P-E Fit Theory within the context of teaching effectiveness in Nigerian schools.

The P-E Fit Theory suggests that the compatibility between an individual and the work environment occurs on multiple levels. Scholars have identified several dimensions of P-E fit, including:

i. Person-Job Fit (P-J Fit)

This refers to the alignment between an individual's knowledge, skills, and abilities (KSAs) and the demands of their job¹¹⁸. In the teaching profession, P-J fit can be assessed by the congruence between a teachers' academic qualifications and their job requirements.

Teachers who possess the appropriate educational background and pedagogical skills are more likely to perform effectively in their roles.

ii. Person-organisation Fit (P-O Fit)

This dimension emphasizes the compatibility between an individual's values, goals, and personality and the overall culture and values of an organization¹¹⁹. In schools, P-O fit can be examined by how well teachers' professional values align with the ethos, mission, and expectations of the educational institution.

iii. Person-Group Fit (P-G Fit)

P-G fit focuses on the alignment between an individual and their colleagues, emphasizing teamwork, collaboration, and interpersonal compatibility. In the school setting, this fit determines how well teachers integrate with colleagues, contribute to a positive organisational climate, and engage in cooperative teaching strategies¹²⁰.

iv. Person-Supervisor Fit (P-S Fit)

This refers to the relationship between employees and their supervisors. In schools, a positive relationship between teachers and school administrators can enhance motivation, job satisfaction, and performance¹²¹.

v. Person-Environment Fit as a Predictor of Job Performance

The fundamental premise of P-E Fit Theory is that a higher degree of congruence between individuals and their work environment leads to better job performance, job satisfaction, and reduced stress¹²². Teachers who find a strong match between their academic qualifications and their job roles, as well as between their expectations and the

school climate, are more likely to be effective educators. Conversely, a poor fit can lead to disengagement, reduced motivation, and lower performance¹²³.

The Person-Environment (P-E) Fit Theory is a widely used framework in educational research that explores the alignment between individuals and their work environments. It posits that when an individual's characteristics, such as skills, abilities, and values, align with the demands and culture of their workplace, job satisfaction and performance improve. This theory is particularly relevant in analysing the role of academic qualifications and school organisational climate in shaping teachers' job performance. In the context of secondary education in Oyo State, Nigeria, applying P-E Fit Theory helps to understand how well teachers' qualifications and the work environment contribute to their effectiveness in the classroom.

First, teachers' academic qualifications is a crucial determinant of Person-Job (P-J) Fit, which refers to the compatibility between an individual's qualifications and job requirements. Research has consistently shown that teachers who possess the necessary educational credentials perform better in classroom instruction, student assessment, and classroom management compared to those who lack formal training¹²⁴. In the Nigerian educational system, teachers with formal pedagogical training are more likely to demonstrate strong subject mastery, effective teaching strategies, and the ability to adapt to diverse learning needs. This alignment between academic qualifications and job expectations enables teachers to engage students effectively, implement curriculum requirements, and foster a productive learning environment.

Furthermore, when teachers have appropriate academic qualifications, they exhibit higher confidence and self-efficacy, which translates into improved classroom performance. In contrast, a mismatch between teachers' qualifications and the demands of the job such as

assigning teachers without science backgrounds to teach mathematics or physics can lead to reduced teaching effectiveness, student disengagement, and overall poor learning outcomes. Therefore, ensuring that teachers possess the requisite academic qualifications is essential for optimizing their job performance and maintaining high educational standards.

Second, beyond individual qualifications, the Person-organisation (P-O) Fit dimension of P-E Fit Theory emphasizes the importance of aligning an employee's values and needs with the broader organisational environment. In the educational sector, the school organisational climate which includes factors such as leadership style, collegial relationships, availability of resources, and administrative support plays a significant role in shaping teachers' job satisfaction and effectiveness¹²⁵. A positive school organisational climate fosters higher levels of P-O Fit, thereby enhancing teachers' commitment, motivation, and productivity. Schools with supportive administrators, collaborative work cultures, and well-structured operational frameworks enable teachers to focus on their instructional responsibilities without undue stress. In Oyo State, research suggests that teachers working in supportive and resource-rich school environments tend to be more engaged, innovative, and effective in their teaching roles. Conversely, schools characterized by poor leadership, lack of teaching resources, and ineffective administrative structures create stress and job dissatisfaction, leading to high teacher turnover and reduced performance levels.

Moreover, the presence of collegial relationships within a school significantly influences teacher performance. When teachers work in environments that encourage peer collaboration, knowledge-sharing, and mentorship, they are more likely to develop professionally and enhance their instructional techniques. In contrast, workplaces with

toxic or unsupportive cultures can lead to professional isolation, burnout, and decreased motivation to improve teaching practices. Therefore, fostering a positive school organisational climate is essential in ensuring that teachers are well-supported and motivated to deliver quality education.

The interaction between academic qualifications, school organisational climate, and P-E Fit is central to understanding teachers' job performance. An optimal fit occurs when teachers' qualifications align with job demands, and the organisational climate supports their professional growth. In such scenarios, teachers experience higher job satisfaction, increased motivation, and enhanced teaching effectiveness, ultimately leading to better student learning outcomes. However, misalignment in either P-J Fit or P-O Fit can negatively impact job performance. For instance, a teacher with strong academic qualifications but placed in an unsupportive school environment may struggle with job dissatisfaction and disengagement. Similarly, a school with a positive organisational climate but employing underqualified teachers may experience inefficiencies in instructional delivery, leading to suboptimal student performance. Misalignment may also occur when teachers are assigned to subjects outside their area of expertise or when leadership styles within the school fail to provide adequate guidance and support¹²⁶.

The Person-Environment Fit Theory provides a valuable framework for analysing the relationship between teachers' academic qualifications, school organisational climate, and job performance. Ensuring that teachers have the necessary qualifications and are placed in supportive and well-structured school environments enhances their ability to perform effectively. A misalignment in either qualifications or school organisational climate can lead to dissatisfaction, reduced motivation, and poor teaching outcomes. Therefore, education stakeholders in Oyo State must focus on creating policies that promote a strong

fit between teachers and their work environments, ultimately leading to better student achievement and improved overall educational quality.

While P-E Fit Theory provides a useful framework for understanding job performance, some scholars argue that it oversimplifies the complexity of workplace dynamics. One major criticism is that fit is not static but evolves over time as employees adapt to their work environment ¹²⁷. Additionally, the theory may not fully account for external factors such as socioeconomic conditions, policy changes, and cultural influences that shape teacher effectiveness in Nigeria.

The Person-Environment Fit Theory provides a valuable lens for examining how academic qualifications and school organisational climate predict teachers' job performance in Ibadan Metropolis, Oyo State. By assessing P-J Fit, P-O Fit, and other dimensions of alignment, educational policymakers and school administrators can implement strategies to improve teacher effectiveness. Ensuring that teachers are well-qualified and placed in supportive school environments can enhance their motivation, job satisfaction, and instructional quality, ultimately leading to better student outcomes¹²⁸.

2.2.2 Organisational Climate Theory

Organisational climate theory originated from the human relations movement of the early 20th century, evolving considerably through the decades. Early conceptions emerged from Kurt Lewin's field theory, which suggested that behaviour is a function of both the person and their environment. Lewin's foundational work was significant in acknowledging the role of the workplace environment on employees' attitudes and behaviours. According to the scholar, the organisational environment can either facilitate

or hinder employee performance, making the understanding of this environment crucial for organisational effectiveness¹²⁹.

The concept was further developed in the late 1950s by Argyris, who emphasized the importance of organisational practices in shaping employees' behaviours and attitudes. Argyris posited that an organisational climate that respects individuals' autonomy and encourages participation contributes to positive employee outcomes, including higher satisfaction and improved performance¹³⁰. Subsequently, Litwin and Stringer provided a clearer operationalization of the concept, identifying dimensions such as responsibility, support, structure, rewards, risk-taking, and warmth, which collectively influence employee behaviours¹³¹.

Organisational climate refers to the collective perceptions, attitudes, and feelings employees hold towards their organization's work environment, processes, practices, and expectations. It represents an enduring quality of the internal environment experienced by employees, influencing their behaviours and attitudes towards their roles¹³². Understanding organisational climate is essential, as it significantly affects employees' motivation, satisfaction, commitment, and ultimately their job performance. In educational settings, specifically schools, organisational climate becomes crucial as it directly impacts teachers' effectiveness and their overall job performance¹³².

Several theoretical models within organisational climate theory further illustrate its multidimensional and complex nature. One prominent model is Litwin and Stringer's model, which articulates climate as an intervening variable influencing organisational and individual outcomes. According to this model, organisational climate shapes attitudes, motivation, and performance by impacting employees' perceptions of their workplace environment¹³¹.

Another influential theoretical perspective is Schneider's Attraction-Selection-Attrition (ASA) model. Schneider argues that organisational climate evolves over time through processes of attraction, selection, and attrition, suggesting that people are drawn to, selected by, and retained in organizations with climates compatible with their personality and values¹³³. This has direct implications for educational institutions, emphasizing the importance of cultivating climates that attract and retain high-performing teachers.

Organisational climate theory identifies several core dimensions that shape the overall work environment and influence employee behaviours and performance. These dimensions are particularly relevant in educational settings, where teachers' job satisfaction and effectiveness are closely tied to their perceptions of workplace conditions. One of the most significant dimensions is support, which refers to the extent to which organisational members feel emotionally and instrumentally assisted by their supervisors and colleagues. When teachers perceive high levels of support, they are more likely to develop positive attitudes toward their roles, experience reduced stress, and demonstrate greater commitment to their responsibilities. Supportive environments contribute to teachers' well-being and job performance by fostering open communication, mentorship, and teamwork. Likewise, a crucial dimension is autonomy and responsibility, which reflects the degree of independence employees have in decision-making and task execution. In the educational sector, teachers who experience autonomy in their classrooms often develop a stronger sense of responsibility and intrinsic motivation. The ability to tailor lesson plans, choose teaching methods, and manage classroom dynamics according to their expertise fosters a deeper engagement with their work. This independence not only enhances their confidence and professional satisfaction but also leads to improved student outcomes. However, excessive autonomy without proper

guidance can create inconsistencies in educational standards, highlighting the need for a balanced approach that provides flexibility while maintaining accountability¹³⁴.

Closely linked to autonomy is the structure of an organization, which defines the clarity of roles, responsibilities, and procedures. A well-structured organisational climate ensures that teachers understand their expectations and how their tasks align with broader institutional goals. Clear guidelines, effective leadership, and streamlined administrative processes help reduce ambiguity, minimize workplace conflicts, and enhance overall efficiency. In schools, a well-defined hierarchy and functional policies contribute to a stable work environment where teachers can focus on instructional effectiveness rather than administrative confusion. Conversely, a lack of structure may lead to uncertainty, inefficiency, and frustration, ultimately diminishing teacher morale and job performance¹³⁵.

The dimension of recognition and rewards plays a fundamental role in shaping employee motivation and commitment. A workplace climate characterized by fair and transparent reward systems fosters a sense of value and appreciation among employees. In education, teachers who perceive fairness in promotions, salary structures, and professional development opportunities tend to exhibit higher levels of job satisfaction and dedication. Incentives such as merit-based recognition, career advancement opportunities, and performance-based rewards contribute to a culture of excellence, motivating teachers to enhance their instructional practices and invest in their professional growth. Conversely, an environment where recognition is lacking or perceived as biased can lead to demotivation, dissatisfaction, and reduced performance¹³¹.

In addition to recognition, the encouragement of risk-taking and innovation significantly impacts job performance. Organizations that support creativity and experimentation

empower employees to explore new ideas and solutions. In the educational context, teachers who are encouraged to implement innovative teaching methodologies, adopt technology-driven instruction, and experiment with different pedagogical approaches tend to foster higher student engagement and learning outcomes¹³⁴. A school organisational climate that values innovation not only benefits teachers but also enhances the overall quality of education by promoting adaptability and continuous improvement. However, a rigid and highly bureaucratic climate that discourages innovation may stifle teacher creativity and limit educational advancements¹³¹.

Finally, warmth and collegiality define the interpersonal relationships within an organization, encompassing trust, friendliness, and collaboration among colleagues. A positive and collegial work environment promotes mutual support, knowledge sharing, and professional growth among teachers. When teachers feel connected and valued within their institutions, they are more likely to experience job satisfaction and remain committed to their roles. Strong professional relationships also enhance teamwork and collective problem-solving, creating a more cohesive and effective educational environment. In contrast, a workplace characterized by hostility, lack of cooperation, or social isolation can lead to stress, burnout, and disengagement¹³¹.

In summary, organisational climate is shaped by various dimensions that collectively influence teachers' attitudes, motivation, and performance. A supportive and well-structured environment, coupled with autonomy, recognition, innovation, and collegiality, fosters higher levels of job satisfaction and effectiveness. Understanding and enhancing these dimensions in educational institutions is crucial for creating a conducive work atmosphere that promotes teacher well-being and ultimately improves student learning outcomes.

Organisational climate in schools, commonly referred to as "school organisational climate," encompasses the environment created by the interactions between administrators, teachers, and students. Previous research consistently links positive school climates with beneficial outcomes, including teacher job satisfaction, motivation, retention, and ultimately student achievement¹³⁷. Researchers notably highlighted the school organisational climate as a critical factor influencing educational effectiveness, emphasizing trust, openness, and supportive relationships as essential elements of a positive school climate¹³².

Positive school climates foster supportive relationships between teachers and administrators, encouraging professional collaboration, mentoring, and opportunities for professional growth. Conversely, negative climates characterized by distrust, excessive control, and poor communication can lead to dissatisfaction, reduced commitment, and diminished teacher performance.

Teachers' job performance significantly hinges on the school organisational climate. Empirical studies indicate a robust correlation between perceived supportive school climates and improved job performance among teachers. When teachers perceive their organisational climate positively, characterized by clear communication, fairness, recognition, and collegial support, they tend to demonstrate increased dedication, improved teaching practices, and greater effectiveness in their roles¹³².

On the contrary, a negative organisational climate characterized by lack of support, unclear expectations, and inadequate recognition can result in teacher burnout, dissatisfaction, low morale, and consequently poor job performance. Teachers working in negative climates often feel isolated, undervalued, and unmotivated, negatively impacting their teaching efficacy and student outcomes. In Nigeria, the school organisational

climate significantly shapes teachers' perceptions and job performance. Nigerian educational institutions face unique challenges, including resource constraints, large class sizes, infrastructural inadequacies, and issues surrounding teacher professional development¹³⁶. These challenges intensify the importance of a supportive and nurturing organisational climate in facilitating positive educational outcomes.

Studies conducted within Nigerian contexts have consistently highlighted that a positive organisational climate, characterized by strong administrative support, clear communication, professional autonomy, and collaborative relationships, significantly predicts higher job performance among teachers¹³⁷. Teachers in such climates tend to exhibit increased commitment, higher job satisfaction, and superior performance, ultimately contributing to improved educational outcomes.

Organisational Climate Theory highlights the profound influence the workplace environment exerts on employees' attitudes and behaviours¹³⁸. Within the educational setting, a positive organisational climate is imperative for optimizing teachers' job performance. Recognizing the various dimensions of organisational climate; including support, autonomy, structure, rewards, innovation, and warmth - provides critical insight into fostering a conducive teaching environment¹³⁹. For educational administrators and policymakers in Oyo State, Nigeria, understanding and enhancing the organisational climate within schools can serve as a strategic approach to improving teachers' job performance, ultimately elevating educational standards and student achievement across the state.

2.2.3 Human Capital Theory

Human Capital Theory posits that individuals and society gain economically and socially from investments made in people, particularly through education and training. Central to

the theory is the notion that education, professional training, and skill development enhance an individual's productivity, directly influencing economic growth and individual earnings. Introduced by economists Theodore Schultz and Gary Becker in the early 1960s, the theory revolutionized how education, knowledge, and professional competencies are valued in economic and organisational contexts¹⁴⁰.

The concept of human capital emerged distinctly in economic thought during the mid-20th century. Earlier economists viewed labour purely as a homogenous input, without consideration for skill variation and educational attainment. Theodore Schultz was among the first economists to formally introduce the concept, emphasizing that knowledge and skill sets acquired through education represent crucial forms of capital investment. The scholar argued that these investments contribute significantly to economic growth and development¹⁴⁰. Gary Becker expanded Schultz's foundational ideas by highlighting education, training, and health as critical elements of human capital, drawing parallels between investments in physical capital and investments in human resources. Becker's foundational book, *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*, significantly broadened the scope and understanding of the economic impacts of education¹⁴¹.

The Human Capital Theory asserts that investments in education, training, experience, and health enhance individuals' skills and productivity, ultimately leading to greater efficiency and economic benefits. This perspective emphasizes that human capital much like physical capital requires deliberate investment to yield long-term returns. Education is widely regarded as the most fundamental component of human capital development, as it equips individuals with knowledge, skills, and competencies that directly impact their productivity and job performance. Becker, a key proponent of Human Capital Theory,

described education as a strategic and purposeful investment, arguing that individuals willingly allocate time, effort, and financial resources to education because they anticipate significant future economic and social rewards¹⁴¹. Educational qualifications serve as reliable indicators of an individual's potential productivity, enhancing employability, opportunities for career advancement, and earning potential¹⁴². In the context of educational institutions, particularly within secondary schools, teachers' academic qualifications represent direct investments in human capital, as advanced academic credentials improve pedagogical skills, deepen subject matter expertise, and enhance instructional effectiveness. Highly qualified teachers contribute to superior student learning outcomes, strengthen school reputations, and elevate overall educational quality, making the level of academic attainment among teachers a critical determinant of their job performance and the success of the students they instruct¹⁴³. Empirical research consistently highlights the positive correlation between teachers' academic qualifications and job performance. Teachers with advanced qualifications and continuous professional development exhibit higher instructional quality, better classroom management, enhanced pedagogical approaches, and higher student achievement levels¹⁴³. The depth of subject knowledge, critical pedagogical techniques, and enhanced instructional strategies gained through higher education directly affect teachers' ability to perform effectively in diverse educational settings.

Beyond formal education, continuous training and professional development play a crucial role in refining skills and keeping professionals updated on evolving industry standards. For teachers, engagement in workshops, seminars, and certification programmes enhances their instructional methods and classroom management techniques, while upgrading their competencies allows them to adapt to changing educational demands, integrate innovative teaching strategies, and improve student engagement and

learning outcomes. Consequently, professional development becomes a key driver of teacher effectiveness and long-term career success. Additionally, practical experience shapes an individual's proficiency and job performance, particularly in the teaching profession, where years of experience refine educators' instructional delivery, decision-making abilities, and classroom management skills. Veteran teachers often develop a deeper understanding of student behaviour, effective pedagogical approaches, and curriculum implementation strategies, all of which contribute to improved learning environments, while their ability to navigate challenges, personalize instruction, and optimize student engagement strengthens over time.

Moreover, the physical and mental well-being of individuals significantly influences their job performance, since healthy teachers are more energetic, focused, and emotionally resilient, enabling them to handle the demands of the profession effectively. Investments in health, such as access to medical care, wellness programmes, and work-life balance initiatives, directly enhance teachers' productivity, whereas chronic stress, burnout, and health challenges can lead to absenteeism, reduced motivation, and diminished teaching effectiveness. Therefore, maintaining teachers' health and well-being is essential for sustaining high performance and ensuring quality education delivery. The Human Capital Theory provides a valuable framework for understanding the factors that influence teachers' job performance, as academic qualifications, professional training, practical experience, and overall well-being collectively shape educators' effectiveness in the classroom. Schools and policymakers must recognize the importance of investing in teachers' human capital through quality education, continuous professional development, and well-structured wellness programmes to optimize both teacher performance and student learning outcomes.

Human Capital Theory thus provides the theoretical justification for investing in teachers' continuous professional development, emphasizing its benefits for both individual teachers and educational institutions. Schools benefit substantially from investing in teachers' advanced training, professional development opportunities, and further education, thus directly enhancing teaching effectiveness and student outcomes. Various studies have empirically tested the assertions of Human Capital Theory within educational contexts. Research consistently demonstrates that teachers possessing advanced academic qualifications exhibit higher levels of job satisfaction, motivation, instructional effectiveness, and professional commitment¹⁴³. Teachers' qualifications, including degrees, certifications, and specialized training, significantly impact their instructional capabilities, classroom management strategies, and overall educational effectiveness.

In Nigeria, and specifically in Oyo State, the relevance of human capital development through academic qualifications has garnered significant scholarly attention. Nigerian educational researchers consistently find that higher academic qualifications correlate positively with improved teacher job performance, greater commitment, and higher student performance outcomes¹⁴⁴. Human Capital Theory provides a robust theoretical framework for understanding and improving teacher effectiveness in Ibadan Metropolis, Oyo State. Given the unique educational challenges within the Nigerian context which includes resource scarcity, infrastructural inadequacies, and large class sizes - investments in teacher education and training emerge as particularly crucial. Policies prioritizing continuous professional development, advanced academic training, and incentives for further education among teachers can significantly enhance educational standards and outcomes in Ibadan Metropolis, Oyo State.

In practical terms, educational policymakers in the state should promote initiatives focused on continuous teacher education, postgraduate qualifications, specialized certifications, and robust professional development programmes. These initiatives directly contribute to enhancing teachers' human capital, positively impacting their classroom effectiveness, student outcomes, and overall educational quality.

Despite its broad acceptance and empirical support, Human Capital Theory is not without criticism. Critics argue the theory oversimplifies complex social and economic realities. It often neglects broader social, cultural, and institutional factors influencing individuals' educational decisions and productivity¹⁴⁵. The assumption that education directly translates to improved productivity and earnings may overlook systemic challenges, particularly within developing countries where structural inefficiencies limit the realization of human capital benefits. Additionally, Human Capital Theory has been critiqued for reducing education to economic terms, neglecting its broader societal and intrinsic value. Education serves purposes beyond economic productivity, including fostering citizenship, cultural transmission, social cohesion, and personal fulfilment. Recognizing these broader impacts of education is crucial in policy formulation and implementation.

Human Capital Theory does not exist in isolation. Integrating the theory with organisational climate Theory provides a comprehensive understanding of the predictors of teachers' job performance. organisational climate significantly mediates how effectively teachers utilize their acquired human capital. A supportive and positive school organisational climate enhances the application of teachers' skills, knowledge, and professional competencies, further amplifying their job performance and educational outcomes.

This integrated perspective suggests that educational institutions must simultaneously focus on both teacher qualifications and cultivating conducive organisational climates. Enhancing human capital through academic qualifications, combined with a positive organisational climate, produces a synergistic effect, maximizing teachers' potential and effectiveness in schools. Human Capital Theory emphasizes the importance of education, training, experience, and health in enhancing individuals' productivity, directly contributing to organisational effectiveness and economic development. In educational contexts, particularly within Ibadan Metropolis, Oyo State. Investments in teachers' academic qualifications and continuous professional development constitute critical mechanisms for improving job performance and educational outcomes.

Therefore, it is important to understand and address both the strengths and limitations of human capital theory, alongside integrating it with organisational climate theory, this will provide a robust theoretical foundation for enhancing educational policy and practice in Ibadan Metropolis, Oyo State ultimately thereby fostering greater teacher effectiveness, higher student achievement, and broader societal development.

2.3 Review of Empirical Studies

2.3.1 Academic Qualifications and Teachers' Job Performance

Academic qualifications consistently emerge as an important factor influencing teachers' job performance across various educational contexts. Several studies conducted within Nigeria and other comparable contexts have extensively explored this relationship, highlighting a range of significant findings. A researcher conducted a correlational study investigating the relationship between teachers' educational qualifications and competence as correlates to students' academic performance in public senior secondary schools in Nigeria's South-South region. Utilizing a robust sample of 377 teachers and 395 students, the research applied Pearson's Product Moment Correlation (PPMC). Findings indicated a significant relationship between educational qualifications, teacher competence, and students' academic performance. The study recommended ongoing professional development and periodic training to enhance teacher competence, emphasizing that qualified teachers tend to adopt diverse teaching methodologies, thus effectively meeting varied student learning needs¹⁴⁶

Complementing these findings, other scholars examined the influence of teachers' qualifications and teaching experience on job performance among secondary school teachers in Maiduguri, Borno State. The descriptive survey research revealed a strong positive correlation ($r = 0.781$, $p < 0.05$) between teachers' educational qualifications and their job performance¹⁴⁷. This significant finding underscores the critical role that formal educational credentials play in equipping teachers with the necessary pedagogical skills and subject matter expertise essential for effective classroom instruction and student engagement.

Further corroboration comes from a study on teacher qualifications, class size, and teaching experience as predictors of achievement in senior secondary school physics in Oyo State, Nigeria. This study, employing multiple regression analysis, revealed that

teachers' qualification significantly influenced student achievement in Physics. Specifically, teachers possessing higher educational qualifications (bachelor's or master's degrees in physics) demonstrated better student outcomes compared to those with lower or unrelated academic backgrounds¹⁴⁸. This finding aligns with international literature, reinforcing that subject-specific academic credentials are indispensable for effective teaching, particularly in specialized subjects like physics. Other researchers investigated the relationship between teachers' qualification and students' academic performance in Environmental Education at the University of Calabar. Using Pearson's correlation analysis, the study found a significantly positive correlation between lecturer qualifications in Environmental Education and student academic performance. The research stressed that teachers with specific educational training in their teaching field notably enhanced student performance, further emphasizing the value of specialized academic qualifications in achieving educational effectiveness¹⁴⁹.

In Rivers South-East Senatorial District, Nigeria, some studies further enriched this discourse by examining educational qualifications and their impact on job performance in instructional delivery and classroom management within public primary schools. Through a comprehensive ANOVA analysis, their research demonstrated a significant influence of educational qualifications on teachers' instructional presentation and classroom management capabilities. Consequently, they argued for a rigorous recruitment policy prioritizing high educational standards to boost educational outcomes, highlighting the direct linkage between a teachers' academic qualifications and professional effectiveness¹⁵⁰. These empirical findings from diverse Nigerian contexts collectively underscore a consistent pattern: higher educational qualifications significantly correlate with enhanced teacher job performance. Academic qualifications provide teachers with essential pedagogical skills, confidence, and deeper subject knowledge, which translate

directly into more effective classroom practices and improved student performance. Furthermore, these studies consistently suggest policy implications, such as prioritizing the employment of academically and professionally qualified teachers and investing in continuous professional development to sustain high-quality teaching practices.

Moreover, these studies echo broader educational literature that stresses the importance of teacher qualifications as critical determinants of educational quality and student academic success. They align with earlier international studies, who found similar positive associations between teacher qualifications and student achievement. The empirical evidence from these studies significantly strengthens the argument for comprehensive teacher qualification standards^{151,152}. Policymakers and educational stakeholders are thus advised to consider these insights carefully when designing recruitment, training, and professional development programmes for educators. Ultimately, enhancing teacher qualification standards emerges as an indispensable strategy for educational improvement, student achievement, and overall educational excellence.

A researcher conducted a correlational study focusing on the influence of teachers' qualifications on student achievement in English language at the upper basic education level in Ebonyi State, Nigeria. The study used regression analysis on a sample of 540 respondents, comprising teachers and students, to determine the strength of the relationship. Results indicated a statistically significant relationship between teachers' qualifications and students' academic achievement¹⁵³. The findings emphasized the importance of employing professionally trained teachers, especially in critical subjects like English, where linguistic competence and pedagogical understanding are key to student success. He concluded that the mass failure in standardized English exams is partly due to the engagement of unqualified or underqualified instructors.

Further studies examined teacher training programmes as predictors of teacher job satisfaction and performance in Oyo State, Nigeria. The study encompassed 1,800 teachers using ANOVA and multiple regression analysis. Although the emphasis was on in-service training programmes like workshops and academic conferences, the findings showed a significant combined influence of these programmes on teacher job performance¹⁵⁴. While not limited to academic qualifications alone, the study confirmed that ongoing training, which builds upon teachers' foundational academic backgrounds, enhances their instructional efficacy and overall job satisfaction. Other scholars in their study from Indonesia explored the measurement of teacher performance through teacher certification, motivation, and job satisfaction. Although international, the findings are highly applicable to the Nigerian context. Utilizing a structural equation modelling (PLS-SEM) approach, the study revealed that teacher certification and job satisfaction significantly influenced performance, while motivation did not have a notable impact¹⁵⁵. This underscores that formal academic and professional credentials (such as certification) are more reliable predictors of job performance than subjective motivators. Such findings reinforce the need for robust teacher qualification frameworks in the Nigerian education system.

In another study conducted on professional qualifications, job experience, and employability of teachers in private secondary schools in Lagos State. The research employed a descriptive survey method with 150 school proprietors. The results revealed a strong correlation between teacher qualifications and employability, and by extension, inferred job performance. The study emphasized that private schools that adhered to qualification standards exhibited higher instructional outcomes, indirectly pointing to the value of hiring qualified professionals. Importantly, the study criticized non-compliance

with Nigeria's National Policy on Education by many private schools, which often recruit graduates lacking teaching credentials¹⁵⁶.

Furthermore, some researchers investigated the influence of teachers' qualifications on academic performance in mathematics in secondary schools in Anambra State. The research compared performances of students taught by academically versus professionally qualified teachers. Using Wilcoxon statistical tests, the findings demonstrated a significant difference in student outcomes in favour of those taught by professionally qualified teachers (those holding degrees such as B.Ed., M.Ed., or PGDE)¹⁵⁷. The study emphasized the need for all mathematics teachers to hold at least a PGDE, reinforcing the argument that pedagogical training coupled with academic expertise yields superior teaching outcomes.

Collectively, these studies affirm the multidimensional impact of teachers' qualification on performance and effectiveness. Professional qualifications provide not only subject knowledge but also the methodological and psychological tools necessary for efficient classroom management, instructional delivery, and student engagement. One common trend among these studies is the distinction between academic and professional qualifications. Academic qualifications refer to content knowledge (e.g., B.Sc., B.A.), while professional qualifications involve pedagogical training (e.g., PGDE, B.Ed., M.Ed.). The reviewed studies unanimously agree that students perform better when taught by teachers who hold both forms of qualification, confirming the necessity for dual competency.

Moreover, the reviewed studies highlight systemic issues affecting the implementation of qualification standards in Nigerian schools. Several findings point out the lack of enforcement of the National Policy on Education, which mandates a minimum teaching

qualification of the Nigeria Certificate in Education (NCE). Yet, many institutions still recruit unqualified personnel, particularly in private schools, thereby compromising educational quality.

Further, these empirical studies recommend robust policy action. Governments are encouraged to enforce the Teachers Registration Council of Nigeria (TRCN) mandate to ensure only qualified professionals are engaged. Increased access and priority should be given to in-service training and professional development programmes. Incentives should be made available for teachers to pursue postgraduate qualifications. Finally, the government and educational stakeholders should ensure consistent evaluation and supervision to track job performance vis-à-vis qualification levels.

From the comprehensive empirical review, it is evident that academic qualifications are foundational to effective teaching and improved student academic performance. The reviewed literature consistently supports the assertion that teachers' qualification is not only a predictor of employability but also a determinant of classroom effectiveness. For the Nigerian educational system, particularly in Oyo State, rigorous adherence to qualification standards and enhanced access to professional development are critical for elevating teaching quality and educational outcomes.

2.3.2 School Organisational Climate and Teachers' Job Performance

The relationship between school organisational climate and teacher performance is a growing area of focus in educational research. A positive school organisational climate has been empirically shown to influence the efficiency, job satisfaction, motivation, and overall job performance of teachers. According to a study conducted in Rivers State, Nigeria, focusing on school climate as a correlate of teachers' job performance. Using a correlational design and a sample of 757 respondents, the study identified significant

positive relationships between leadership style, staff welfare, and teachers' job performance. The study concluded that when school administrators adopt inclusive leadership practices and prioritize staff welfare (through prompt salary payment, promotions, and recognition), teacher morale and performance improve significantly¹⁵⁸. These findings support earlier assertions by another researcher, who emphasized the link between supportive organisational climates and enhanced teacher output¹⁵⁹.

Furthermore, in a comparative study conducted in public and private primary schools in Ibadan North Local Government Area of Oyo State, investigated the relationship between organisational culture and teacher performance. Grounded in Denison's organisational culture framework, the study revealed that management practices ($r = .213$), teamwork ($r = .571$), and shared vision ($r = .312$) had significant positive relationships with teacher job performance¹⁶⁰. Notably, teamwork emerged as the strongest predictor. This study reinforces the significance of collaborative and vision-driven school cultures in shaping positive teacher behaviour and effectiveness.

Another scholar studied the influence of job satisfaction on teacher performance among business education teachers in Osun and Oyo States. Though job satisfaction was the primary construct, the study extensively addressed how working environment, leadership, and welfare (components of school climate) impact job performance. Key findings included significant correlations between salary/fringe benefits, working conditions, and teacher output¹⁶¹. The research underscores how aspects of organisational climate, particularly conditions of service and physical working environment, are crucial to sustaining high performance among teachers.

Other researchers examined the organisational climate and teacher job performance in public secondary schools in Abia State. Employing an ex-post facto design and sampling

609 respondents, the study found that open organisational climates characterized by cooperation, mutual respect, and participatory leadership had a more positive impact on teacher performance than closed climates. Closed organisational climates, associated with rigid leadership and lack of teacher autonomy, negatively influenced performance¹⁶². These findings point to the importance of inclusive governance structures and interpersonal relations in boosting teacher engagement and productivity.

Similarly, other studies explored the predictive power of school organisational climate on teacher job performance in secondary schools in Anambra State. The researchers found that teachers' perception of open school climates was a positive predictor of performance, while closed school climates had a negative but insignificant effect¹⁶³. The implication is that organisational openness, characterized by transparent communication and collegial relationships, provides a fertile ground for teacher growth and improved job delivery.

Further research extended the discourse to international borders in Thailand by examining the quality of work life and school climate in schools along the Thai-Cambodian border. Though the context differs geographically, the findings align with Nigerian studies. A strong positive correlation ($r = .759$) was observed between the quality of work life which includes organisational support, health and safety, and fair compensation and school climate¹⁶⁴. These environmental factors jointly influenced teacher performance, reaffirming the global relevance of organisational climate in educational success.

Across these studies, leadership style repeatedly emerges as a decisive component of organisational climate. Whether in public or private institutions, the principal's approach to communication, delegation, and conflict management directly influences the emotional and professional investment of teachers in their roles. Staff welfare, including timely salaries, promotional opportunities, and access to professional development, also

significantly affects motivation and commitment. A notable theme from the reviewed literature is the distinction between open and closed school climates. Open climates promote trust, transparency, innovation, and teacher autonomy, while closed climates often lead to dissatisfaction, alienation, and disengagement. This dichotomy is crucial for school administrators and policymakers aiming to enhance teacher effectiveness through institutional reforms.

Several empirical studies have investigated the effects of school organisational climate on teachers' job performance, revealing both regional similarities and contextual distinctions. For instance, studies in Nigeria and other sub-Saharan countries have consistently shown that factors such as administrative support, collegial collaboration, resource availability, and clear communication channels significantly affect how teachers perform in their roles. In South-Western Nigeria, some scholars have emphasized the importance of a positive and inclusive organisational culture, which fosters teacher motivation, innovation, and instructional effectiveness.

Internationally, the work of some scholars which border on schools in Thailand highlights the universality of this phenomenon¹⁶⁴. Their study confirms that a healthy school climate, especially one that emphasizes safety, professional development, and collaborative values, had a profound impact on both job satisfaction and instructional quality. Similarly, research conducted in the southeastern Nigerian states of Abia and Anambra reinforces the idea that open organisational climates, where teachers feel valued and empowered, are associated with higher performance levels. In contrast, studies on closed or authoritarian school climates tend to report adverse outcomes, including poor teacher morale, reduced instructional effectiveness, and increased turnover intentions. The consistent findings across diverse contexts underscore the importance of fostering organisational cultures that

prioritize communication, inclusion, shared vision, and teacher welfare as integral to sustainable educational outcomes.^{162,163}

The relationship between school organisational climate and teacher job performance has received significant attention in educational research, particularly in developing contexts such as Nigeria and Ghana. The body of literature reveals that school organisational climate factors ranging from interpersonal relationships, leadership styles, physical infrastructure, and professional support substantially impact how effectively teachers perform their professional duties. In a Ghanaian study, school climate was investigated using Halpin and Croft's organisational climate framework. Conducted in the Shama District, the study utilized a sequential explanatory mixed-methods design to survey 585 respondents. The findings revealed that open, familiar, and controlled climates were dominant in schools and significantly contributed to enhanced teacher job performance. Interestingly, while the open climate facilitated transparency and teamwork, the familiar climate marked by personal closeness and interpersonal bonds emerged as the strongest predictor of teacher performance¹⁶⁵. The study emphasized the need for school leaders to consciously foster open and supportive environments to enhance job performance.

Other studies explored the relationship between school climate and organisational commitment among secondary school teachers in Oyo State, Nigeria. Their descriptive survey, using a sample of 2,960 teachers, found a moderate level of school climate and teacher commitment. The study concluded that a positive climate, especially one emphasizing emotional and professional support, had a strong relationship with organisational commitment¹⁶⁶. Teachers who were effectively committed to their schools reported higher motivation and stronger job engagement, suggesting that a nurturing school environment cultivates a higher level of professional dedication.

Furthermore, some scholars also examined the predictive role of school organisational climate indices such as classroom condition, instructional materials, and libraries on teacher job satisfaction and performance in Oyo State. Using a sample of 1,500 public secondary school teachers, the study revealed that job satisfaction lagged slightly behind job performance. The combined influence of the climate indices was statistically significant ($F = 11.919$; $p < 0.05$), demonstrating that material and environmental aspects of school climate, such as laboratories and class sizes, were vital in shaping teachers' morale and instructional effectiveness. The researchers stressed the importance of well-equipped school environments as essential components of a conducive teaching atmosphere¹⁶⁷.

A related study investigated school quality indicators and secondary school teachers' job performance in Cross River State. The study used multiple regression and correlation analyses to determine how facilities, supervision, and leadership quality impacted teacher output. Findings showed that these three indicators jointly accounted for 90.6% of the variance in job performance (Pred. $R^2 = 0.9063$). Quality of leadership emerged as the highest predictor ($t = 45.38$, $p < .05$), followed closely by supervision ($t = 27.29$, $p < .05$). This underscores the pivotal role of effective leadership and managerial practices in shaping a productive school climate¹⁶⁸. Moreover, the research aligns with findings from the empirical work of some scholars, where classroom overcrowding, lack of functional libraries, and poor infrastructure were identified as core detractors of teacher performance¹⁶⁷. The study lamented that only 11.7% of public schools in Oyo State met the UNESCO-recommended student-teacher ratio, linking this shortfall directly to teacher burnout, lack of motivation, and reduced classroom effectiveness¹⁶⁷.

In another dimension, similar studies observed that where climate conditions were favourable with modern libraries, well-equipped science laboratories, and access to teaching aids, teachers were more likely to demonstrate positive attitudes, improved morale, and better instructional delivery. The scholars suggested increased government investment in educational infrastructure and a review of teacher workload to reflect international standards¹⁶⁹. The reviewed literature highlights a pattern of findings: that school climate, whether through its social dimensions (interpersonal relationships, administrative transparency) or physical components (infrastructure, teaching materials), is a decisive factor in shaping teacher performance. Studies have consistently reported that schools with open and supportive climates foster better professional outcomes among teachers, while those with closed, rigid, or poorly resourced environments struggle to retain motivated and high-performing educators.

Additionally, the international and cross-regional nature of these findings emphasizes the universality of the relationship between climate and performance. For instance, studies made by scholars in Nigeria and Ghana, though geographically distinct, converge on the conclusion that emotional and structural support within schools is vital for sustainable teacher performance. These findings imply that systemic reforms focused on school organisational climate enhancement can have significant long-term benefits for teacher retention, instructional quality, and student achievement. It is evident from these studies that school administrators and educational policymakers must prioritize the creation of conducive environments for teaching. This includes not only improving infrastructural facilities but also ensuring inclusive leadership, transparent communication, and ongoing support for teacher welfare. When teachers operate within a system that values their contribution, supports their growth, and provides adequate resources, they are more likely

to demonstrate high levels of job performance, commitment, and innovation in teaching practices.

The investigation by some other researchers provides a compelling contribution to the understanding of how teachers' job performance and student academic achievement interrelate within Nigerian secondary schools. Their research moves beyond the traditional unidirectional approach where teacher characteristics are seen solely as predictors of student performance and adopts a bi-causal model, where both variables potentially influence each other. This perspective is particularly relevant for educational systems like Nigeria's, where teaching effectiveness and student success are mutually dependent components of school performance metrics. Using a stepwise multiple regression model across three academic terms, the study found that teachers' job performance significantly predicted students' academic performance, and vice versa. Specifically, they reported that teachers' efforts in lesson planning, delivery, evaluation, and classroom management cumulatively accounted for approximately 63.4% of the variance in students' academic achievement. Conversely, students' cumulative academic performance accounted for 62% of the changes in teachers' job performance, underscoring a dynamic feedback loop¹⁷⁰. These findings affirm that student success can enhance teachers' motivation and commitment, validating the emotional and professional satisfaction teachers derive from their students' academic progress.

Furthermore, this study referenced other works linking teachers' academic and professional qualifications to their instructional quality¹⁷¹. These studies emphasized that a teachers' academic qualifications, content knowledge, and teaching experience collectively influence their competence and job performance. For instance, findings from one of the studies reported that up to 54.6% of the variance in student performance could

be explained by a combination of teacher variables including academic qualifications and professional preparation¹⁷². These insights have strong implications for teacher recruitment, training, and appraisal policies in Oyo State, where diverse qualification standards still persist across schools.

In contrast, another study conducted in the Philippines, contributes an international perspective on the role of school organisational climate in shaping teachers' job satisfaction and performance. Interestingly, while the study affirmed that the prevailing climate in selected secondary schools was largely "open" and favourable, it found no statistically significant relationship between the school organisational climate and teacher performance or job satisfaction. The Pearson correlation results indicated weak relationships ($r = 0.027, -0.031, \text{ and } 0.063$), suggesting that factors other than school organisational climate such as internal motivation and professional ethics might play a more decisive role in teacher outcomes¹⁷³. Despite these findings, the study emphasized that teachers in open climate schools reported high levels of job satisfaction, especially in areas like management communication, professional recognition, and work-life balance. Teachers noted challenges related to training access, recognition systems, and resource allocation, indicating that improvements in these areas might enhance performance outcomes, even if such enhancements are not statistically immediate. This research findings also aligns with the systems theory perspective, arguing that organisational elements though sometimes appearing independent interact in complex ways to shape performance. This model is particularly useful for understanding multifactorial challenges in Nigerian schools, where infrastructure, leadership, policies, and staff motivation are often deeply intertwined. The diverging findings between the two studies suggest a need for context-specific policy recommendations. While the Nigerian-based research stresses the importance of academic qualifications and the mutual feedback between teacher and

student performance, the Philippine study points to internal drivers of performance, such as personal commitment, that may overshadow organisational factors in some educational settings.

Together, these studies reinforce the centrality of teacher characteristics (especially qualifications and experience) and organisational context (school organisational climate) in influencing job performance. However, they also highlight that the magnitude and direction of influence can vary by context. In resource-constrained environments such as parts of Nigeria, where teacher turnover, under-qualification, and inadequate infrastructure are prevalent, organisational climate factors may assume a more pronounced role. Conversely, in more stable environments, internal motivation and self-regulation might play stronger roles in sustaining performance despite organisational deficiencies.

2.4 Conceptual Model

The conceptual model presented below illustrates the dynamic relationship among three central variables: Academic Qualifications, School organisational Climate, and Teachers' Job Performance.

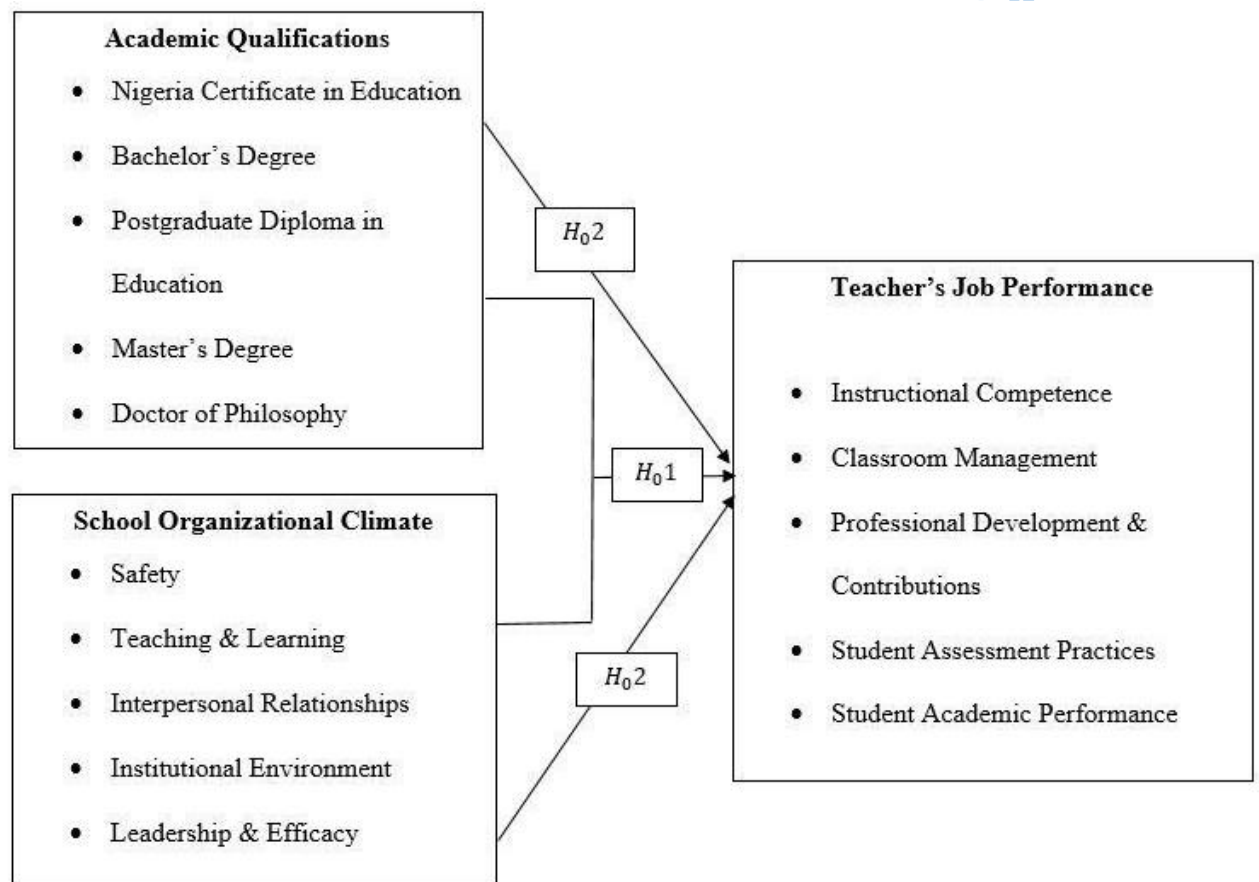


Figure 2.1: Model of Academic Qualifications and School Organisational Climate Influences on Teacher Job Performance

Source: The Researcher's Compilation, 2025

This conceptual model provides a comprehensive framework for understanding the interconnectedness of academic qualifications, school organisational climate and job description performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

2.5 Summary of Gaps in Literature Reviewed

A thorough review of the extant literature on teacher job performance reveals that while substantial efforts have been made to understand its determinants, several gaps remain that limit the comprehensive application of existing findings, particularly in the context of developing countries such as Nigeria and Ghana. Most of the reviewed studies have contributed significantly to the theoretical and empirical understanding of how various factors influence teacher effectiveness. However, critical gaps persist in the areas of methodology, contextual focus, conceptual integration, and the depth of variable interactions. These gaps provide both the justification and direction for the current study.

One of the most apparent weaknesses in prior research lies in the overemphasis on either individual-level factors or institutional variables, with few studies exploring their combined or interactive effects. For instance, some studies emphasize the influence of academic qualifications on student outcomes and teacher performance, while others focus on the role of school organisational climate in shaping performance. However, there is a paucity of empirical work that integrates both academic qualifications and school organisational climate into a unified model to assess their joint influence on teacher job performance. This conceptual separation fails to capture the complex dynamics in educational settings, where teacher attributes and school environments interact continuously.

Moreover, a significant portion of the literature relies on quantitative methods alone, often through self-report questionnaires, without triangulating findings with qualitative data. While such approaches offer generalizability, they risk overlooking the nuanced experiences and perceptions of teachers. For example, a study conducted in Ghana using

a mixed-methods design to assess various school climates and their effects on teacher performance¹⁶⁵. However, similar studies in Nigeria remain heavily reliant on quantitative surveys, thereby limiting depth and contextual richness. Further research incorporating qualitative approaches such as interviews, observations, or case studies would help provide a more grounded understanding of the challenges teachers face in diverse school settings.

Additionally, the literature often neglects regional variations and socio-economic realities that shape teacher performance in different contexts. While much of the global literature focuses on educational systems in the Global North, relatively fewer studies provide in-depth analysis from sub-Saharan African perspectives, particularly Nigeria. Even within African contexts, some studies acknowledge systemic challenges such as poor leadership, inadequate funding, and low parental involvement, but stop short of connecting these systemic issues with theoretical frameworks that could inform intervention models. Thus, there is a need for context-specific research that not only identifies these problems but also investigates how contextual factors mediate or moderate the relationships among key variables, such as academic qualifications, school climate, and job performance.

Another notable gap involves the inconsistent or unclear operationalization of variables. While the term “teacher job performance” is frequently used, its dimensions are not always well-defined or measured consistently across studies. Some studies include only instructional delivery and classroom management, while others incorporate broader roles such as participation in professional learning communities or mentoring. This lack of standardization complicates efforts to compare findings and develop unified strategies for performance enhancement. It underscores the need for more conceptually robust models that clearly define and measure job performance across its various domains.

In terms of policy relevance, many studies tend to recommend generic solutions, such as improving teacher salaries or reducing class sizes, without adequately addressing the policy implementation challenges in resource-constrained settings. For example, although scholars have discussed the frequent changes in educational policy in Nigeria, few studies have explored how such volatility affects teacher morale, adaptation, and performance. As such, a gap exists in research that critically examines the policy-practice disconnect and its impact on classroom realities.

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Chapter Three

Methodology

This chapter describes the methods and techniques that were used to achieve the aim and objectives of this study; it was presented in the following subheadings: research design, population of the study, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument, method of data collection and methods of data analysis.

3.1 Research Design

This study adopted the descriptive survey research design. This research design is considered appropriate because it provides modality for obtaining information from a sample size and generalizing the findings obtained from analysis of the sample to the entire population. The purpose of this design is to collect and interpret data without manipulating any variable.

3.2 Population of the Study

The population of this study comprised 5,754 teachers distributed across 267 public junior secondary schools within the Ibadan metropolis. Further specifics regarding the study's population are presented in Table 3.1.

Table 3.1: Population of the Study

S/N	Zone	Local Government Area	Number of Schools	Number of teachers
1.	Ibadan Zone 1	Ibadan South East	30	1231
		Ibadan South West		
2.	Ibadan Zone 2	Ibadan North	73	1268
		Ibadan North East		
		Ibadan North West		
3.	Ibadan Zone 3	Egbeda	68	1615
		Oluyole		
		Ona-Ara		
4.	Ibadan Zone 4	Akinyele	75	1333
		Lagelu		
5.	Eruwa Zone	Ido	21	307
	Total		267	5,754

Source¹

3.3 Sample Size and Sampling Techniques

At the time of this study, there are a total of 5,754 teachers in 267 public junior secondary schools in Ibadan Metropolis. These schools are stratified into five educational zones with their local governments. A sample size of 574 teachers, which accounts for ten percent of

the population, was selected for this study. This sample size was determined with the intention to strike a balance between achieving a representative and reliable data set and resource constraints. For this study, a multistage sampling procedure was used to curate a sample that accurately mirrors the study's population. In the initial stage, proportional sampling technique was used to allocate samples to each zone according to their contribution to the overall sample. In the second stage, using the simple random sampling technique, teachers were selected from four secondary schools in each zone based on the predetermined sample proportion.

Table 3.2 Sample and Sampling Techniques

S/ N	Zone	Local Government Area	Number of School	No. of Teachers	Number of Sampled Teachers
1	Ibadan Zone 1	Ibadan South East	30	1231	123
2	Ibadan Zone 2	Ibadan SouthWest Ibadan North Ibadan North East Ibadan North West	73	1268	126
3	Ibadan Zone 3	Egbeda Oluyole Ona-ara	68	1615	161
4	Ibadan Zone 4	Akinyele	71	1333	133
5	Eruwa Zone	Lagelu Ido	21	307	31
		Total	267	5754	574

Source¹

3.4 Research instrument

A structured questionnaire titled Academic Qualifications and School Organisational Climate as Predictors of Junior Secondary Teachers' Job Performance in Ibadan

Metropolis, Oyo State (AQSOCJSSTJP) was the main instrument used to collect data for this study. The instrument contains four (4) sections namely; section A, B, C, and D. Section A contains items on demographic characteristics of respondents such as gender, age range, and years of experience. Section B contains 15 items carefully structured to identify the level of job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State. The items in this section were adapted from related studies on job performance among teachers². This section contains items intended to assess teachers' job performance such that items 1-3 measures instructional competence, 4-6 measures classroom management, 7-9 measures professional development and contributions, 10- 12 measures student assessment practices and 13-15 measures student academic performance. The items in this section are rated on 4 points Likert Scale, e.g.; Very Often (VO), Often(O), Not often (NO) and Never(N). Section C contains items carefully structured to measure the level of academic qualifications of junior secondary school teachers in Ibadan Metropolis Oyo State. Respondents will be required to select their highest level of academic qualification in this section. Items in this section include various academic qualifications such as Nigeria Certificate in Education popularly known as NCE, Bachelor's Degree in Education (B.Ed, B.Sc Ed., B.A Ed.), Bachelor's Degree in a Non-Education discipline(B.Agric, B.Tech, B.Eng, etc.), Postgraduate Diploma In Education popularly known as PGDE, Masters Degrees, and Doctor of Philosophy (Ph.D). Section D contains items targeted at assessing the state of school organisational climate in junior secondary schools in Ibadan Metropolis, Oyo State. The items in this section were self-developed. Items 1-4 measures safety, 5-8 measures teaching and learning, 9-12 measures interpersonal relationships, 13-16 measures institutional environment and 17-20 measures leadership and efficacy. All of the items are rated on 4 points Likert Scale, e.g.; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

3.5 Validity of Research Instrument

The research instrument was tested for content and face validity by the research supervisor and other experts in the department. This was done to ensure the items in the instrument are good enough to achieve the stated objectives. Their suggestions and amendments were incorporated into the final modification before the administration of the instrument.

3.6 Reliability of Research Instrument

To determine the internal consistency of the instrument, a pretest was carried out to determine the reliability of the instrument and to establish the stability principle. The researcher administered the research instrument on twenty (30) teachers from two public secondary schools in Akinyele Local Government who are not part of the original study. The responses were analysed to determine the Cronbach alpha value of each section of the scale. Results were analysed and Cronbach alpha coefficient $\alpha = 0.874$ was generated meaning the instrument was reliable.

3.7 Method of Data Collection

A letter of introduction about the researcher and the study was obtained from the Head of Department so as to obtain necessary permission from the sampled respondents. A verbal permission from the respondents was also requested while detailing the aim of the

research and the necessary instructions for completing the questionnaires. Four research assistants were trained to help in data collection.

3.8 Method of Data Analysis

Data collected from the field was analysed using inferential and descriptive statistics. All research questions were answered using descriptive statistics of frequency, percentage, mean and standard deviation, while hypotheses 1 and 2 were tested with the use of inferential statistics of multiple regression analysis at 0.05 level of significance.

3.9 Ethical Approval

This study was conducted in strict adherence to established ethical research standards to safeguard the participants and the integrity of the research process. Informed consent was obtained from all participants prior to data collection, and they were treated with dignity and respect throughout the study. Anonymity and confidentiality were maintained. Data obtained from the field were used exclusively for research purposes. The researcher exercised due diligence to prevent any form of harm, bias, or misrepresentation throughout the course of the study.

Endnotes

1. Teaching Service Commission (TESCOM), Oyo State Ministry of Education, 2025.
2. M. Amin, R. Shah, M. Ayaz & M. A. Atta, *Teachers' Job Performance at Secondary School Level in Khyber Pakhyunkhwa, Pakistan*, **Gomal University Journal of Research**, 29(2), 2013, 102-103.
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Chapter Four

Results and Discussion of Findings

A total of five hundred and seventy-four (574) copies of the questionnaire were distributed to teachers across selected public junior secondary teachers in Ibadan Metropolis, Oyo State. Out of these, five hundred and sixty-eight (568) were successfully completed, submitted, and suitable for the analysis, representing a return rate of 98.95%.

This high return rate supports the reliability and trust-worthiness of the findings gathered from the datasets used in this study.

4.1 Demographic Data Analysis

This section presents demographic information of respondents

Table 4.1: Gender Distribution of Teachers

Gender of Teachers		
Gender	Frequency	Percent
Male	226	39.8
Female	342	60.2
Total	568	100.0

Source: Researcher's Field Survey, 2025

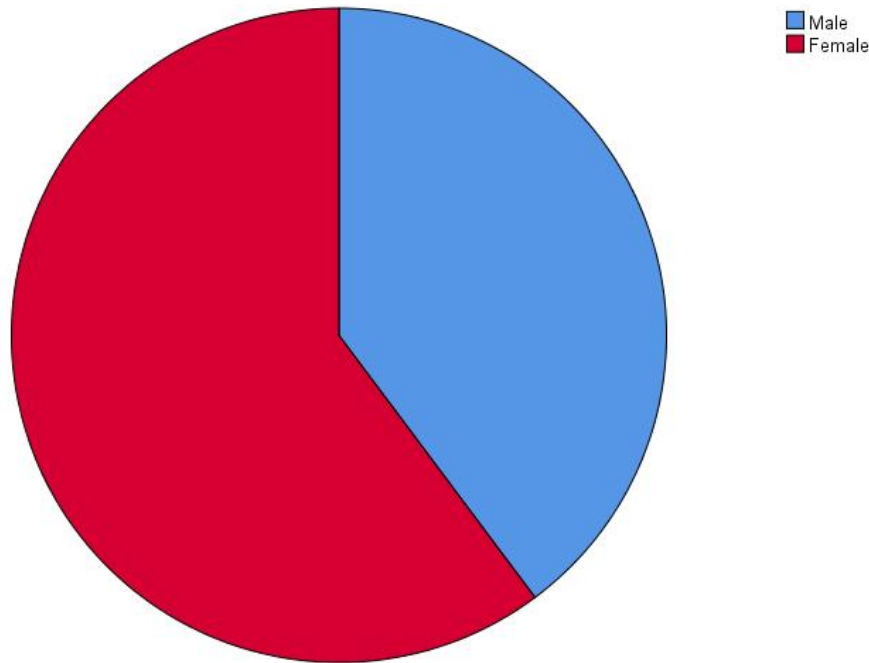


Figure 4.1: Gender Distribution of Teachers
Source: Researcher's Field Survey, 2025

Table 4.1 shows the gender distribution of teachers that participated in the study. The findings revealed that out of 568 respondents, females constitute a higher percentage (60.2%) compared to males (39.8%). This indicates a notable gender imbalance within the teaching profession, characterized by a higher proportion of female teachers compared to their male counterparts. The implications of these findings may have several implications. Firstly, it may reflect broader societal perceptions that teaching is a predominantly “feminine” profession, thereby potentially discouraging male participation in the field. This gender disparity may also affect the diversity of perspectives and role models accessible to students, particularly in subjects where male teacher representation is limited.

Table 4.2: Age Distribution of Teachers

Age Range of Teachers		
Age Range	Frequency	Percent
Less than 30 years	182	32.0
31-40 years	238	41.9
41-50 Years	88	15.5
Above 50 years	60	10.6
Total	568	100.0

Source: Researcher's Field Survey, 2025

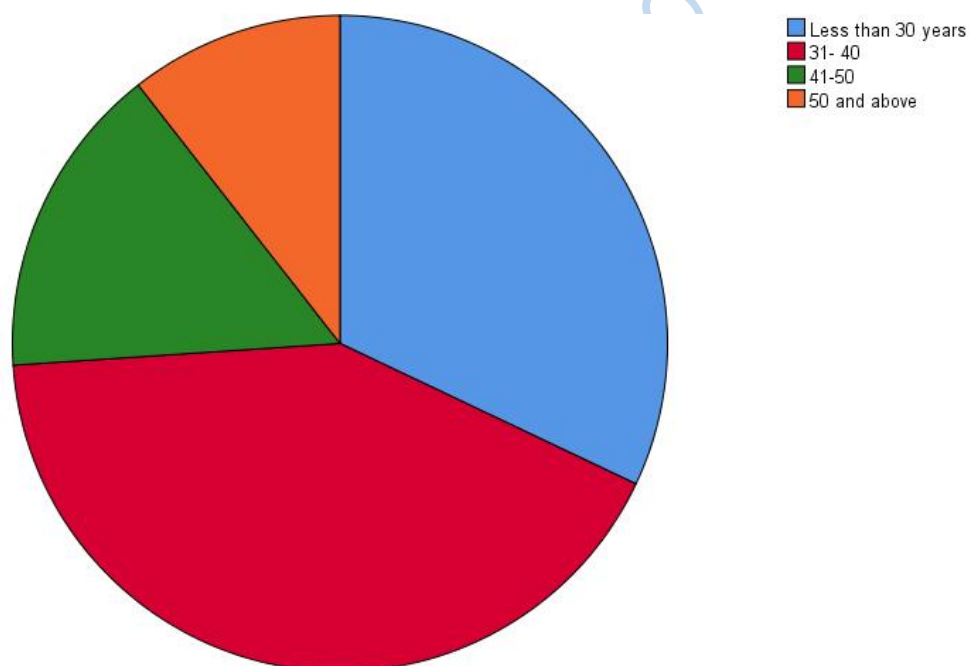


Figure 4.2: Age Distribution of Teachers
Source: Researcher's Field Survey, 2025

Table 4.2 shows the age distribution of teachers. It reveals that the largest proportion falls within the age bracket of 31–40 years (41.9%), followed by those in Less than 30 years (32.0%), 41–50 years (15.5%), and finally, those above 50 years (10.6%). These results indicate a relatively balanced distribution across age groups, with a notable concentration in mid-career stages. The implications of these findings could suggest stability and

experience within the teaching profession, as the majority of teachers are in their early thirties and forties. However, it also raises concerns about teacher retention rate and the possible underrepresentation or shortage of experienced teachers within the teaching profession. Proactive measures aimed at supporting and retaining younger teachers are essential to maintaining a balanced and demographically diverse teaching workforce in the long term.

Table 4.3: Years of Experience of Teachers

Years of Experience of Teachers		
Years	Frequency	Percent
Less than 10years	312	54.9
11-20 years	192	33.8
21-30 years	52	9.2
Above 30 years	12	2.1
Total	568	100.0

Source: Researcher's Field Survey, 2025

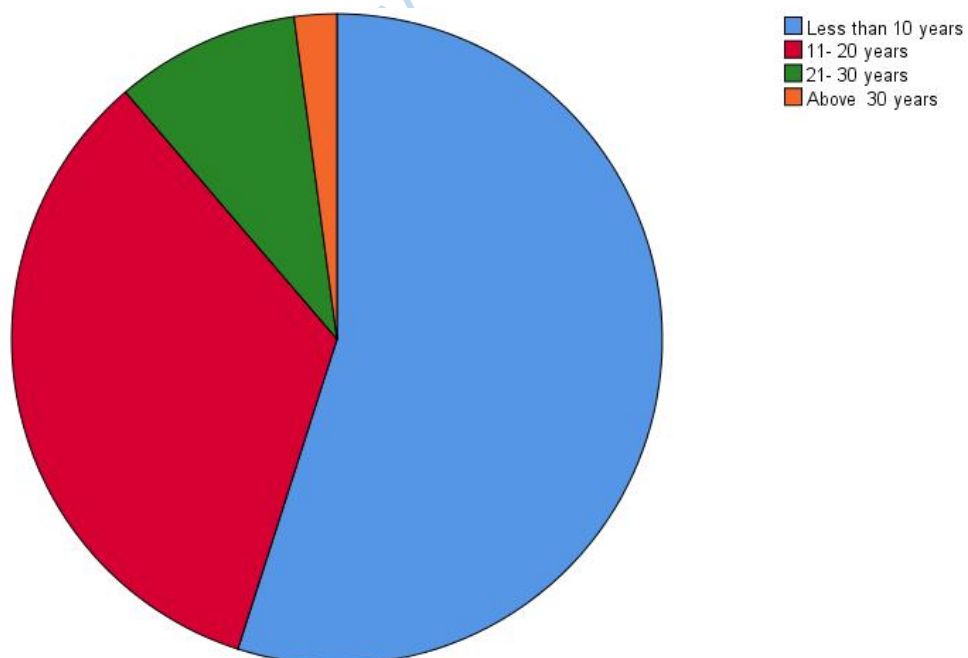


Figure 4.3: Years of Experience of Teachers
Source: Researcher's Field Survey, 2025

Table 4.3 presents the distribution of teachers based on their years of experience. The result reveals that the largest proportion falls within the range of less than 10 years (54.9%), followed by 11–20 years (33.8%), 21–30 years (9.2%), and finally, above 30 years (2.1%). This finding aligns with recent recruitment data earlier obtained from the Teaching Service Commission, which indicates a substantial intake of newly appointed teachers in the period preceding the study. These results indicate a substantial portion of teachers have beginner to moderate experience levels, particularly within the 11–20 age bracket. This concentration suggests a seasoned workforce with a wealth of young teachers who will later succeed the extensively older teachers in the workforce. It also indicates that there is a quality rate, continuity and vitality of the teaching profession based on the proportions.

4.2 Presentation of Data

This sub-section contains tables showing the analysis of responses to answer formulated research questions.

Research Question One: What is the level of job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State?

Table 4.4: Instructional Competence of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item	VO (%)	O (%)	NO (%)	N (%)	M	SD
1	I use different methods of teaching	326 (57.4)	30 (5.3)	212 (37.3)	0	3.52	.597
2	My lessons cater to students of different abilities and needs	258 (45.4)	260 (45.8)	46 (8.1)	4 (.7)	3.36	.660
3	I can teach difficult lessons easily	218 (38.4)	292 (51.4)	58 (10.2)	0	3.28	.638

Weighted Mean = 3.39 High	SD = .478
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Source: Researchers' Field Survey, 2025

KEY: VO= Very Often (4), O= Often (3), NO= Not Often (2), N= Never (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The data presented in Table 4.4 indicate that teachers in junior secondary schools in Ibadan Metropolis demonstrate a high level of instructional competence. This is reflected in the overall weighted mean score of 3.39, which falls within the "high" performance threshold. Among the three items assessed, the highest-rated was "I use different methods of teaching" with a mean of 3.52 and 57.4% of respondents selecting "Very Often." Similarly, a substantial proportion (45.4%) reported that their lessons cater to students of different abilities and needs "Very Often," while another 45.8% selected "Often" for that item, yielding a mean of 3.36. The lowest mean in the subscale was recorded for the item "I can teach difficult lessons easily" at 3.28. However, 51.4% of the teachers still rated themselves as "Often" performing this task, and 38.4% as "Very Often." Only a negligible fraction (0.7%) indicated "Never" on any of the items, and none of the items recorded widespread dissatisfaction. These findings suggest that most junior secondary school teachers feel confident and proactive in their instructional strategies, with consistent use of varied methods and responsiveness to students' individual learning needs. The relatively low standard deviation (SD = 0.48) also suggests minimal variability in responses, implying general consensus among teachers regarding their instructional competence.

Table 4.5: Classroom management of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item	VO (%)	O (%)	NO (%)	N (%)	M	SD
4	I maintain discipline in my class	342 (60.2)	216 (38.0)	10 (1.8)	0	3.59	.528
5	I encourage my students to participate and be active in class discussions	426 (75.0)	136 (23.9)	4 (.7)	2 (.4)	3.74	.480
6	I don't let co-curricular activities affect my class teaching	178 (31.3)	294 (51.8)	66 (11.6)	30 (5.3)	3.09	.780
Weighted Mean = 3.47 High						SD = .435	

Source: Researchers' Field Survey, 2025

KEY: VO= Very Often (4), O= Often (3), NO= Not Often (2), N= Never (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.5 reveals that teachers exhibit a high level of classroom management competence, as indicated by a weighted mean score of 3.47, which falls within the “High” category. The highest-rated item was "I encourage my students to participate and be active in class discussions," with a remarkable mean score of 3.74. A significant 75.0% of respondents indicated “Very Often”, and 23.9% selected “Often,” suggesting that active student engagement is a routine classroom practice among teachers. The second-highest mean, 3.59, was recorded for the item "I maintain discipline in my class," with 60.2% of teachers selecting “Very Often” and 38.0% selecting “Often,” reflecting strong consensus

on teachers' ability to uphold classroom order. The item with the lowest mean, "I don't let co-curricular activities affect my class teaching", recorded a score of 3.09, which is still within the high category but showed greater variability. Only 31.3% responded "Very Often" to this item, while 11.6% and 5.3% selected "Not Often" and "Never" respectively, indicating a small subset of teachers who may occasionally struggle with balancing co-curricular responsibilities and academic duties. Nevertheless, the low standard deviation ($SD = 0.435$) across the subscale implies that responses were generally clustered, reinforcing the consistency in teachers' positive perceptions of their classroom management skills.

Table 4.6: Professional Development and Contributions of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item	VO (%)	O (%)	NO (%)	N (%)	M	SD
7	I willingly attend programmes that will contribute to the improvement of teaching and learning process	192 (33.8)	252 (44.4)	120 (21.1)	4 (.7)	3.11	.752
8	I assist other teachers with high workloads and periods	112 (19.7)	216 (38.0)	212 (37.3)	28 (4.9)	2.73	.833
9	I make innovative suggestions to improve the overall quality of teaching	200 (35.2)	268 (47.2)	98 (17.3)	2 (.4)	3.17	.714
Weighted Mean = 3.00 High						SD = .610	

Source: Researchers' Field Survey, 2025

KEY: VO= Very Often (4), O= Often (3), NO= Not Often (2), N= Never (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.6 presents the level of junior secondary school teachers' engagement in professional development and their contributions to the teaching profession. The weighted mean score of 3.00 indicates a borderline high level of competence in this domain. Among the three items assessed, "I make innovative suggestions to improve the overall quality of teaching" received the highest mean of 3.17, with 35.2% of respondents indicating "Very Often" and 47.2% selecting "Often." This reflects a generally proactive attitude toward improving teaching quality. Similarly, 78.2% of teachers affirmed (either "Very Often" or "Often") that they willingly attend programmes aimed at improving the teaching and learning process, resulting in a mean of 3.11. However, the item "I assist other teachers with high workloads and periods" recorded the lowest mean of 2.73, with only 19.7% selecting "Very Often" and a combined 42.2% choosing "Not Often" or "Never." This may indicate some reluctance or structural limitations regarding collegial support. The overall standard deviation of 0.61 points to a slightly broader spread of responses compared to previous subscales, suggesting some variation in individual commitment to professional development and collaborative contributions. Nonetheless, the overall weighted mean still meets the threshold for a high level of performance in this area.

Table 4.7: Student Assessment Practices of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item	VO (%)	O (%)	NO (%)	N (%)	M	SD
10	I assess my students after each lesson	254 (44.7)	262 (46.1)	50 (8.8)	2 (.4)	3.35	.653
11	I use formative and summative assessments to evaluate students learning	238 (41.9)	298 (52.5)	32 (5.6)	0	3.36	.587
12	I make no injustice	342	184 (32.4)	26 (4.6)	16 (2.8)	3.50	.715

in marking test and (60.2)
exam papers

Weighted Mean = 3.40 High

SD = .473

Source: Researchers' Field Survey, 2025

KEY: VO= Very Often (4), O= Often (3), NO= Not Often (2), N= Never (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.7 illustrates that junior secondary school teachers in Ibadan Metropolis demonstrate a strong commitment to effective student assessment practices. The weighted mean score of 3.40 places their performance firmly within the "high" category. Among the three items assessed, the highest-rated was "I make no injustice in marking test and exam papers," with a mean of 3.50, and 60.2% of teachers indicating "Very Often," reflecting a strong emphasis on fairness and ethical conduct in assessment. Additionally, "I use formative and summative assessments to evaluate students' learning" received a mean of 3.36, with a substantial majority (52.5% "Often" and 41.9% "Very Often") affirming consistent use of a variety of assessment methods. The item "I assess my students after each lesson" also reflected a high level of compliance, with a mean of 3.35, suggesting regular evaluation of student understanding. The standard deviation for this subscale (0.47) is relatively low, indicating that teachers' responses were fairly consistent across the board. Overall, these findings suggest that most teachers follow structured, ethical, and frequent assessment practices to monitor and support student learning outcomes.

Table 4.8 Student Academic Performance of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item	VO (%)	O (%)	NO (%)	N (%)	M	SD
13	My students demonstrate strong subject mastery through their tests and examinations	174 (30.6)	338 (59.5)	52 (9.2)	4 (.7)	3.20	.622
14	My students win subjects related competitions and awards	106 (18.7)	286 (50.4)	158 (27.8)	18 (3.2)	2.85	.754
15	My students record visible academic progress in tests and examinations	174 (30.6)	340 (59.9)	40 (7.0)	14 (2.5)	3.19	.664
Weighted Mean = 3.08 High						SD = .545	

Source: Researchers' Field Survey, 2025

KEY: VO= Very Often (4), O= Often (3), NO= Not Often (2), N= Never (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.8 shows that teachers generally perceive their students' academic performance to be favourable, with a weighted mean of 3.08, indicating a high level of reported performance. The highest mean was observed for the item "My students' record visible

academic progress in tests and examinations,” with a score of 3.19; this reflects that nearly 91% of teachers selected either “Very Often” (30.6%) or “Often” (59.9%). Similarly, the item “My students demonstrate strong subject mastery through their tests and examinations” recorded a mean of 3.20, with 59.5% of teachers choosing “Often” and 30.6% selecting “Very Often.” These responses suggest that teachers largely believe their students are mastering content and improving steadily. However, the item with the lowest mean (2.85) was “My students win subject-related competitions and awards”, where only 18.7% of teachers reported this occurring “Very Often,” while 27.8% and 3.2% chose “Not Often” and “Never,” respectively. This may indicate that while academic performance within the classroom is perceived as strong, external academic recognition remains comparatively less frequent. The standard deviation of 0.54 suggests a moderate level of variability in responses, particularly for the item related to competitions. Overall, teachers’ perceptions portray student academic outcomes as progressing well, though with room for growth in external achievement indicators.

Table 4.9: Level of Job Performance (Instructional Competence, Classroom Management, Professional Development and Contributions, Students Assessment Practices and Students Academic Performance) of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

Items	VO Freq (%)	O Freq (%)	NO Freq (%)	N Freq (%)	Mean
Instructional Competence	802 (47.05)	582 (34.15)	316 (18.54)	4 (0.23)	3.39
Classroom Management	946 (55.5)	646 (37.9)	80 (4.7)	32 (1.9)	3.47
Professional Development and Contributions	504 (29.6)	736 (43.19)	430 (25.2)	34 (1.99)	3.00
Students Assessment Practices	834 (48.9)	744 (43.7)	108 (6.3)	18 (1.1)	3.40
Student	454 (26.6)	964 (56.6)	250 (14.7)	36 (2.1)	3.08

Academic Performance					
Overall	3540 (41.5)	3672 (43.1)	1184 (13.9)	124 (1.5)	3.268
Overall Weighted Mean= 3.27 High				SD = .377	
Source: Researchers' Field Survey, 2025					
Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)					

Table 4.9 provides a consolidated summary of teachers' job performance across five key indicators: instructional competence, classroom management, student engagement, student assessment practices, and student academic performance. To assess the level of job performance, a 15-item scale was earlier administered to 568 teachers across public junior secondary schools in Ibadan Metropolis. Each item measured different teachers' perceptions of various dimensions of job performance and respondents were asked to rate each item on a 4-point Likert scale ranging from 1 (Never) to 4 (Very Often). Higher scores reflect more positive levels of job performance.

The internal consistency of the 15-item scale was tested using Cronbach's Alpha, which returned a coefficient of 0.844. This falls within the threshold for "very good" reliability, indicating that the scale items are highly consistent in measuring the same construct which is the level of the teachers' job performance. The case processing summary confirmed that all 568 responses were valid and included in the analysis, with no missing data. The results indicate a generally high level of job performance, with an overall weighted mean score of 3.27 and a standard deviation of 0.38, suggesting consistency in the responses. Among the indicators, classroom management recorded the highest mean of 3.47, with 55.5% of respondents selecting "Very Often" and 37.9% "Often," underscoring teachers' strong ability to maintain order, discipline, and learner participation. This was closely followed by student assessment practices ($M = 3.40$) and

instructional competence ($M = 3.39$), where a large proportion of teachers reported using varied assessment techniques and differentiated instructional strategies regularly.

While student academic performance also received a high rating ($M = 3.08$), the relatively lower percentage of teachers selecting “Very Often” (26.6%) may reflect some hesitancy in attributing academic excellence to their students consistently, particularly in terms of external achievements. The lowest mean of 3.00 was recorded for professional development and contributions, where only 29.6% selected “Very Often” and a sizable 25.2% indicated “Not Often.” This could point to areas where teachers face challenges in constantly participating in professional development programmes and actively making contributions to their schools. Nonetheless, the low percentages of “Never” responses across all indicators (ranging from 0.23% to 2.1%) reinforce the view that poor performance practices are rare.

In summary, the combined findings portray teachers in the surveyed schools as professionally competent, consistent in assessment, and largely effective in managing classrooms and delivering content. However, the results also suggest a need for enhanced strategies to encourage professional development and contributions and to translate instructional input more visibly into external academic achievements.

Research Question Two: What is the level of academic qualifications of junior secondary school teachers in Ibadan Metropolis, Oyo State?

Table 4.10: Academic Qualifications of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item	Frequency	Percent (%)
1	Nigeria Certificate in Education (N.C.E)	52	9.2
2	Bachelor's Degree in Education (B.Ed, B.Sc Ed, B.A. Ed)	236	41.5
3	Bachelor's Degree in a Non Education Discipline (B.Sc./B.A/B.Tech/B.Agric, B.Eng, etc.)	84	14.8
4	Postgraduate Diploma in Education (PGDE)	78	13.7
5	Master's Degree (M.A, M.Sc., M.Ed., etc.)	112	19.7
6	Doctor of Philosophy (Ph.D.)	6	1.1
	Total	568	100.0
Weighted Mean = 2.97 Moderate		SD = 1.343	

Source: Researchers' Field Survey, 2025

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.10 provides a comprehensive summary of the academic qualifications possessed by junior secondary school teachers in the Ibadan Metropolis. The academic qualification variable was broken down into six categories: NCE, Bachelor's Degree in Education, Bachelor's Degree in a Non-Education discipline, PGDE, Master's Degree, and Ph.D. The frequency and percentage of responses are presented, alongside a computed weighted mean of 2.97, which falls within the moderate range, and a standard deviation of 1.343, indicating a fair degree of variability in academic qualifications across the respondents.

The analysis reveals that the largest proportion of respondents (41.5%) hold a Bachelor's Degree in Education (B.Ed., B.Sc. Ed., or B.A. Ed.), indicating that a significant segment of the teaching workforce possesses both subject-matter expertise and pedagogical training. This is a positive indicator of professional readiness, as education-based degrees typically equip teachers with classroom management techniques, child psychology knowledge, and instructional planning skills. The next largest group (19.7%) are holders of Master's degrees (M.Ed., M.A., M.Sc., etc.), reflecting a reasonable proportion of teachers who have pursued advanced studies and who may possess deeper content knowledge, research exposure, and academic maturity. Meanwhile, teachers with Bachelor's degrees in non-education disciplines constitute 14.8% of the sample. This figure suggests that a notable portion of the teaching population may have entered the profession without formal pedagogical training, which may necessitate targeted professional development to bridge potential gaps in instructional methodology.

The presence of teachers with Postgraduate Diplomas in Education (13.7%) further highlights the pathway through which non-education degree holders are re-trained for

classroom practice. PGDE holders often reflect a commitment to professionalization among individuals initially trained in other disciplines. Those with only NCE qualifications account for 9.2%, and while this is lower than in earlier decades, it reflects the evolution of teacher qualification expectations at the junior secondary level. Ph.D. holders were the least represented, constituting just 1.1% of the sample. This low representation is understandable given the high academic demands and longer training period involved in doctoral education, although their presence offers unique value in curriculum leadership and mentoring.

The computed weighted mean of 2.97 indicates a moderately high level of academic qualification among the surveyed teachers. Although this falls just below the threshold for categorizing teacher qualifications as high (≥ 3.00), it reflects a positive trend toward academic competency and a reasonably qualified teaching workforce. The standard deviation of 1.343 further suggests a wide range of academic attainment across the sample. Grouping the qualifications reveals that 64.4% of respondents hold education-aligned qualifications (NCE, B.Ed., PGDE), while the remaining 35.6% possess qualifications that are not primarily education-based. This disparity implies that while the majority of teachers are pedagogically trained, a significant minority may require retraining to ensure alignment with professional teaching standards.

The implications of these findings are multifaceted. Firstly, the predominance of teachers with only first degrees underscores the importance of creating incentives for higher education, such as promotions, salary upgrades, or study leave opportunities. Secondly, the presence of non-education graduates within the system necessitates the provision of pedagogical conversion programmes such as the PGDE, to uphold instructional quality. Thirdly, school administrators and policymakers may need to invest more in continuous

professional development to support the academic growth of teachers, particularly in light of emerging demands in curriculum reform, assessment literacy, and digital pedagogy.

Overall, while the current qualification profile of teachers in Ibadan Metropolis demonstrates a reasonable foundation, there remains a need to expand access to postgraduate training and enhance the academic profile of the teaching workforce. Strengthening teacher education pipelines and supporting in-service academic development will be critical in raising instructional standards and student learning outcomes in the state’s junior secondary schools.

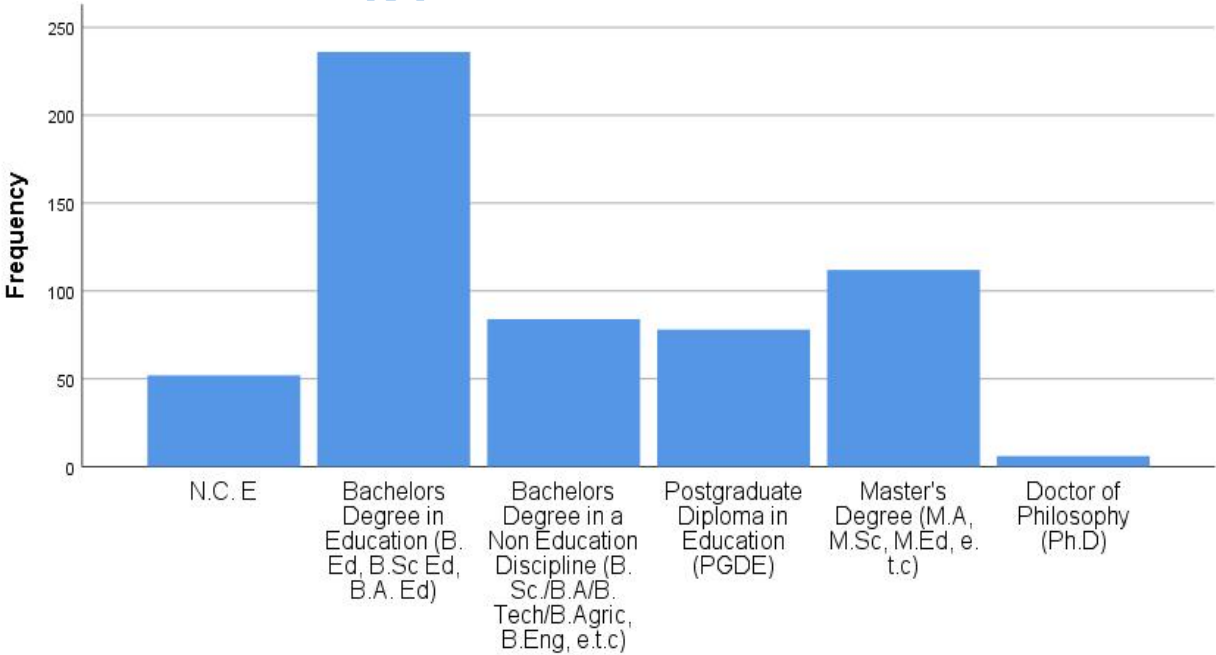


Figure 4.4: Academic Qualifications of Teachers

Research Question Three: What is the state of school organisational climate in junior secondary schools in Ibadan Metropolis, Oyo State?

Table 4.11: Level of Safety of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item: I;	SA (%)	A (%)	D (%)	SD (%)	M	SD
1	The school maintains a safe and secure physical environment	284 (50.0)	228 (40.1)	24 (4.2)	32 (5.6)	3.35	.806
2	Adequate measures and procedures are in place to address safety or emergency concerns	188 (33.1)	282 (49.6)	48 (8.5)	50 (8.8)	3.07	.874
3	The school promotes a culture	260 (45.8)	284 (50.0)	14 (2.5)	10 (1.8)	3.40	.629

	of respect and non-violence						
4	School members are safe from bullying, harassment and emotional torture.	222 (39.1)	276 (48.6)	48 (8.5)	22 (3.9)	3.23	.761

Weighted Mean = 3.26 High

SD = .620

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.11 presents the teachers' perceptions of the safety climate in junior secondary schools in Ibadan Metropolis. The findings indicate a generally positive assessment, with a weighted mean of 3.26 and a standard deviation of 0.62, signifying a high level of agreement across the four items. The highest-rated item was "The school promotes a culture of respect and non-violence," which recorded a mean of 3.40; 95.8% of teachers either agreed or strongly agreed with this statement, reflecting the presence of a respectful and non-hostile learning environment. Similarly, 90.1% of respondents affirmed that "The school maintains a safe and secure physical environment" ($M = 3.35$), reinforcing the impression of physical safety within school premises.

The statement "School members are safe from bullying, harassment and emotional torture" also received a high level of agreement ($M = 3.23$), although a slightly higher proportion of respondents (8.5% disagreed, 3.9% strongly disagreed) indicated some room for concern in interpersonal safety. The lowest-rated item in the safety domain was "Adequate measures and procedures are in place to address safety or emergency concerns" with a mean of 3.07; while still within the "high" range, this item showed the widest standard deviation (0.87), suggesting less uniformity in responses and highlighting an area where schools may need to strengthen their safety preparedness protocols.

Overall, the data reveal that teachers generally perceive their schools as safe, secure, and guided by respectful norms. However, the slight variability in perceptions about emergency response preparedness may warrant targeted policy or administrative attention to bolster institutional confidence in safety procedures.

Table 4.12: Teaching and Learning among Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item: I;	SA (%)	A (%)	D (%)	SD (%)	M	SD
5	Teachers are advised to tailor classroom instruction to meet diverse student needs using different teaching methods and styles	268 (47.2)	246 (43.3)	34 (6.0)	20 (3.5)	3.34	.746
6	A strong academic culture and continuous improvement are emphasized in my school	244 (43.0)	288 (50.7)	18 (3.2)	18 (3.2)	3.33	.690
7	The teaching and learning process allows for timely and constructive	206 (36.3)	282 (49.6)	50 (8.8)	30 (5.3)	3.17	.797

	feedback						
8	Social responsibility and good moral values are emphasized	306 (53.9)	250 (44.0)	8 (1.4)	4 (.7)	3.51	.566

Weighted Mean = 3.34 High

SD = .522

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.12 presents the perceptions of teachers regarding the teaching and learning environment in junior secondary schools across Ibadan Metropolis. The results indicate a strongly favourable assessment, with a weighted mean of 3.34 and a relatively low standard deviation of 0.52, suggesting that teachers generally share similar views. The highest-rated item within this subscale was “Social responsibility and good moral values are emphasized” (M = 3.51), with an overwhelming 97.9% of respondents either agreeing or strongly agreeing. This reflects the schools’ emphasis on character formation alongside academic development.

The second-highest item, “Teachers are advised to tailor classroom instruction to meet diverse student needs using different teaching methods and styles” (M = 3.34), also received strong support, with 90.5% of respondents affirming the statement. This underscores a supportive institutional culture that encourages inclusive and differentiated instruction. Similarly, “A strong academic culture and continuous improvement are emphasized in my school” recorded a mean of 3.33, with 93.7% of respondents agreeing or strongly agreeing indicating a shared commitment to academic excellence and pedagogical growth. Although still within the “high” range, the relatively lower-rated item was “The teaching and learning process allows for timely and constructive feedback” (M = 3.17), which also exhibited the highest standard deviation (0.80) in this

group. This suggests a more varied perception among teachers, possibly pointing to inconsistent practices or institutional gaps in providing prompt and actionable feedback during instruction.

In summary, the data demonstrate that teachers perceive their schools as supportive of instructional effectiveness, academic rigor, and value-based education. Nonetheless, the slight variation in feedback mechanisms could present an opportunity for schools to strengthen formative assessment practices and professional support systems.

Table 4.13: Interpersonal Relationships among Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item: I;	SA (%)	A (%)	D (%)	SD (%)	M	SD
9	I have positive and supportive relationships with my colleagues (other teachers) in our school	302 (53.2)	248 (43.7)	12 (2.1)	6 (1.1)	3.49	.597
10	Communication among teachers is clear, open and effective	260 (45.8)	276 (48.6)	16 (2.8)	16 (2.8)	3.37	.678
11	Teachers in our school collaborate and support each other in addressing challenges	242 (42.6)	292 (51.4)	14 (2.5)	20 (3.5)	3.33	.695
12	There is a strong sense of mutual respect, community and belonging among teachers in	252 (44.4)	290 (51.1)	16 (2.8)	10 (1.8)	3.38	.631

my school
regardless of
gender, culture,
religion and
personality traits

Weighted Mean = 3.39 High

SD = .521

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.13 presents data on teachers' perceptions of interpersonal relationships in their school environment. With a weighted mean of 3.39 and a standard deviation of 0.52, the results indicate a generally high and consistent perception of positive social dynamics among teaching staff in junior secondary schools within Ibadan Metropolis. The most highly rated item was "I have positive and supportive relationships with my colleagues" (M = 3.49), with 96.9% of teachers either agreeing or strongly agreeing. This strong endorsement suggests a collegial atmosphere that may foster professional collaboration and emotional well-being.

Similarly, the item "There is a strong sense of mutual respect, community and belonging among teachers" also scored highly (M = 3.38), showing that teachers perceive inclusivity and social cohesion as integral parts of their workplace culture. Communication appears to be another strength, as 94.4% of respondents agreed that "Communication among teachers is clear, open and effective" (M = 3.37), although the slightly wider standard deviation (0.68) hints at some variability in experience.

The lowest-rated item in this subscale, "Teachers in our school collaborate and support each other in addressing challenges" (M = 3.33), still falls within the high perception

range, with 94.0% endorsement. However, the responses suggest that while collaboration exists, it may be an area where more structured or formalised support systems could be introduced to strengthen teamwork, especially in problem-solving contexts. Overall, these findings reflect a favourable interpersonal climate characterised by mutual respect, emotional support, open communication, and collegial collaboration which are key factors in building a healthy and productive school organisational culture.

Table 4.14: Institutional Environment of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item: I;	SA (%)	A (%)	D (%)	SD (%)	M	SD
13	Educational facilities and resources (classrooms, library, laboratory, instructional materials, sports field, boards, computer room, markers, etc) are available to aid teaching and learning	160 (28.2)	252 (44.4)	86 (15.1)	70 (12.3)	2.88	.956
14	Educational facilities and resources are adequately managed and maintained	142 (25.0)	228 (40.1)	106 (18.7)	92 (16.2)	2.74	1.01
15	Student-teacher ratio is appropriate	146 (25.7)	228 (40.1)	124 (21.8)	70 (12.3)	2.79	.963

	in every classroom						
16	The school environment is kept clean and orderly at all times	216 (38.0)	242 (42.6)	64 (11.3)	46 (8.1)	3.11	.898

Weighted Mean = 2.88 Moderate

SD = .763

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

The data in Table 4.14 describe teachers' perceptions of the institutional environment in junior secondary schools within Ibadan Metropolis. With a weighted mean of 2.88 and a standard deviation of 0.76, the responses reflect a moderate level of satisfaction regarding the adequacy and management of school facilities, infrastructural resources and instructional materials. This is notably lower than the other domains of school organisational climate, suggesting a potential area for improvement. Among the four items, the highest-rated was "The school environment is kept clean and orderly at all times" (M = 3.11), supported by 80.6% of respondents who either agreed or strongly agreed. This indicates that despite other infrastructural concerns, schools make noticeable efforts to maintain cleanliness and order. However, the overall consistency of perception here is slightly lower, as shown by a higher standard deviation value, 0.76.

By contrast, only 72.6% of respondents agreed that "Educational facilities and resources...are available to aid teaching and learning" (M = 2.88), while 27.4% expressed dissatisfaction. This implies that although some basic resources may be present, their sufficiency and accessibility are questionable. The situation appears more critical in the management domain, where the item "Educational facilities and resources are adequately managed and maintained" received the lowest mean score (M = 2.74), with nearly 35% of teachers disagreeing or strongly disagreeing.

Similarly, the availability of appropriate student-teacher ratios in classrooms also drew concern ($M = 2.79$), suggesting that overcrowding may hinder effective teaching and learning in some schools. These responses collectively signal that while interpersonal and instructional aspects of school life are well regarded, the physical and administrative infrastructure lags behind in supporting optimal educational delivery. This moderate perception of the institutional environment not only affects teachers' morale but may also indirectly influence student outcomes, highlighting the need for targeted policy interventions and infrastructure investment in public junior secondary schools across the metropolis.

Table 4.15: Leadership and Efficacy of Teachers in Junior Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Item: I;	SA (%)	A (%)	D (%)	SD (%)	M	SD
17	I have a positive and respectful relationship with my superior (e.g., principal, departmental head)	268 (47.2)	274 (48.2)	12 (2.1)	14 (2.5)	3.40	.657
18	My school Principal/Director is accessible and provides guidance to improve in my work	242 (42.6)	256 (45.1)	36 (6.3)	34 (6.0)	3.24	.819
19	School Leadership supports innovation and provides professional development opportunities to teachers. (seminars, workshops, conferences, etc)	190 (33.5)	242 (42.6)	76 (13.4)	60 (10.6)	2.99	.945
20	I feel valued and	170	332	40 (7.0)	26 (4.6)	3.14	.731

appreciated by my (29.9) (58.5)
principal/director
for my
contributions to the
school

Weighted Mean = 3.19 High

SD = .597

Source: Researcher's Field Survey, 2025

KEY: SA= Strongly Agree (4), A= Agree (3), D= Disagree (2), SD= Strongly Disagree (1), M= Mean and SD= Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.15 presents data on teachers' perceptions of leadership and efficacy within junior secondary schools in Ibadan Metropolis. The findings indicate a generally positive perception, with a weighted mean of 3.19, which falls within the high category. This suggests that, overall, school leadership is perceived as supportive and effective by the majority of teachers, though some dimensions show room for improvement. The highest-rated item was "I have a positive and respectful relationship with my superior" ($M = 3.40$, $SD = 0.66$), with 95.4% of teachers expressing agreement. This reflects a healthy interpersonal dynamic between teachers and their school leaders, a factor that can significantly enhance workplace morale and teacher retention.

The perception of accessibility and guidance from leadership was also relatively strong. For the item "My school Principal/Director is accessible and provides guidance to improve in my work" ($M = 3.24$, $SD = 0.82$), 87.7% of teachers agreed, though a notable 12.3% reported disagreement. This variance suggests that while many school heads are approachable and provide instructional support, there may be inconsistencies across schools in terms of leadership engagement. A weaker point in this domain was the item "School leadership supports innovation and provides professional development opportunities", which had the lowest mean score ($M = 2.99$, $SD = 0.94$), teetering on the edge of the moderate category. About 24% of respondents disagreed, revealing a concern

that opportunities for growth through seminars, workshops, and training might be insufficient or inequitably distributed. Nonetheless, the final item on the subscale “I feel valued and appreciated by my principal/director” garnered a relatively strong mean score of 3.14 (SD = 0.73), with 88.4% of teachers expressing agreement. Recognition of contributions is critical for sustaining motivation and job satisfaction, indicating a positive, though not universal, perception of appreciation practices.

Collectively, the results show that while interpersonal relationships and recognition from leadership are well regarded, there is a need to strengthen institutional support for professional development and innovation, especially as schools respond to evolving educational demands. These insights offer actionable direction for school administrators and policymakers in enhancing leadership efficacy and teacher empowerment.

Table 4.16: State of School Organisational Climate (Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment and Leadership and Efficacy) of Junior Secondary Schools in Ibadan Metropolis, Oyo State

	SA	A	D	SD	
Items	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Mean
Safety	954 (41.99)	1070 (47.1)	134 (5.9)	114 (5.0)	3.26
Teaching and Learning	1024 (45.1)	1066 (46.9)	110 (4.8)	72 (3.2)	3.34
Interpersonal Relationships	1056 (46.5)	1106 (48.7)	58 (2.6)	52 (2.3)	3.39
Institutional Environment	664 (29.2)	950 (41.8)	380 (16.7)	278 (12.2)	2.88
Leadership and Efficacy	870 (38.3)	1104 (48.6)	164 (7.2)	134 (5.9)	3.19
Overall	4568 (40.2)	5296 (46.6)	846 (7.5)	650 (5.7)	3.21
Overall Weighted Mean= 3.21 High				SD = 0.519	

Source: Researchers' Field Survey, 2025

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and < 2.50 (Low)

Table 4.16 provides a summary of the perceived state of school organisational climate across five key dimensions; Safety, Teaching and Learning, Interpersonal Relationships,

Institutional Environment, and Leadership and Efficacy among teachers in junior secondary schools in Ibadan Metropolis. To assess the state of school organisational climate, a 20-item scale was earlier administered to 568 teachers across public junior secondary schools in Ibadan Metropolis. Each item measured perceptions of various dimensions of organisational climate such as safety, professional relationships, academic support, leadership effectiveness, communication, and the availability and management of teaching resources. Respondents rated each item on a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Higher scores reflect more positive perceptions of the school's organisational climate. The analysis is based on responses which shows that the overall school organisational climate was rated high with a weighted mean of 3.21 and a standard deviation of 0.519.

The internal consistency of the 20-item scale was tested using Cronbach's Alpha, which returned a coefficient of .903. This falls within the threshold for "excellent" reliability, indicating that the scale items are highly consistent in measuring the same construct which is school organisational climate. The case processing summary confirmed that all 568 responses were valid and included in the analysis, with no missing data.

The safety dimension had a mean score of 3.26, indicating a favourable climate in terms of physical security and emotional well-being. A total of 954 teachers (41.99%) strongly agreed and 1070 (47.1%) agreed that safety conditions were adequate, while only 10.9% (combining Disagree and Strongly Disagree) reported negative views. This reflects strong institutional attention to ensuring secure learning and working environments. With the second highest mean score (3.34), the 'Teaching and Learning' dimension suggests an overall positively perceived aspect of school organisation climate. An overwhelming 92% of teachers (SA = 45.1%, A = 46.9%) acknowledged favourable teaching and learning

conditions, such as instructional support, academic focus, and opportunities for feedback. This underscores the schools' emphasis on maintaining robust instructional practices and standards. 'Interpersonal Relationships' received the highest mean score of 3.39, slightly above the threshold for a high rating. Although 95.2% of teachers agreed or strongly agreed that relationships among staff were positive, the lower mean compared to other domains may suggest unevenness in collaboration, collegial support, or cultural inclusiveness across schools.

Despite being critical to the physical and resource-based aspect of climate, the institutional environment recorded the lowest mean score (2.88). Although still rated as moderate, this suggests concerns about resource adequacy, classroom infrastructure, and maintenance. Over 28% of teachers disagreed (D = 16.7%) that their school environments were optimally resourced and managed, highlighting a potential area for policy attention and facility upgrades. Leadership and Efficacy scored 3.19, suggesting overall confidence in administrative efficacy. The majority of respondents (86.9%) felt positively about leadership support, direction, and professional development efforts. However, 13.1% reported dissatisfaction, possibly indicating variability in leadership quality among schools or unequal distribution of opportunities.

The aggregated values across the five indicators showed 40.2% Strongly Agree, 46.6% Agree, 7.5% Disagree, and 5.7% Strongly Disagree. The overall high mean score of 3.21 confirms a generally positive school organisational climate. However, some disparities among the sub-domains, especially Institutional Environment and Leadership and Efficacy, warrant targeted improvement efforts. The analysis reveals that while the perceived institutional environments and leadership and efficacy is generally positive, greater emphasis is needed in these areas if the aim is towards strengthening good school

organisational climate, as well as boosting teachers' job performance. Addressing these areas could further enhance teachers' morale, engagement, and performance, ultimately improving student outcomes.

Table 4.17: Summary of Teachers' Perceived Levels of School Organisational Climate in Junior Secondary Schools in Ibadan Metropolis, Oyo State

Perception Level	Frequency (n)	Percent (%)
Low	28	4.9
Moderate	160	28.2
High	380	66.9
Total	568	100.0

Source: Researchers' Field Survey, 2025

Furthermore, the continuous composite scores were recorded into three categories: low (below 2.50), moderate (2.50–2.99), and high (3.00–4.00), as shown in Table 4.17 above. The recorded data revealed that 380 teachers (66.9%) perceived the school organisational climate in their schools to be high, 160 teachers (28.2%) perceived it as moderate, and only 28 teachers (4.9%) perceived the climate as low. This distribution demonstrates that

a large majority of teachers experience school environments that support collaboration, respect, academic growth, and safety.

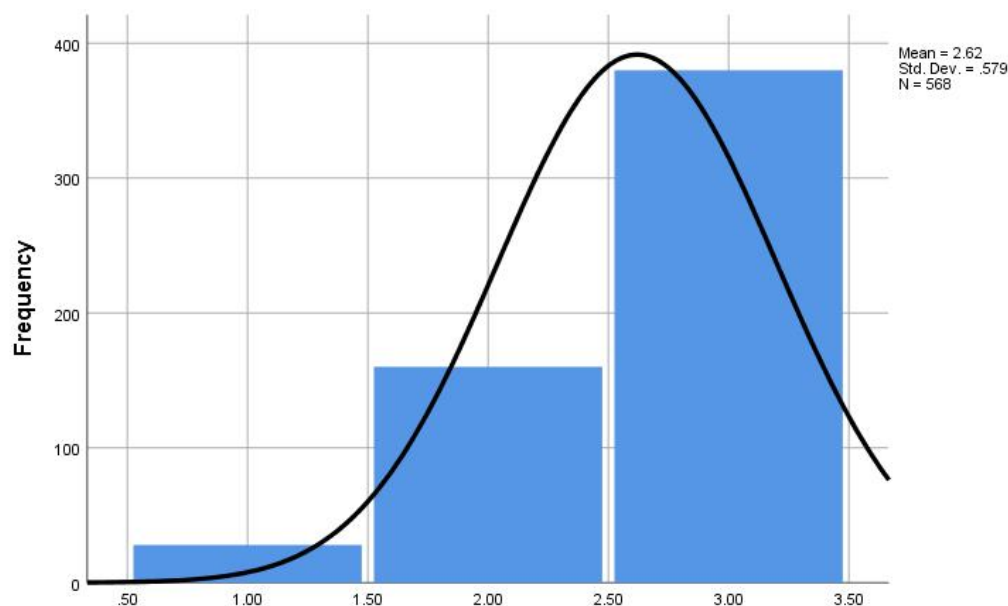


Figure 4.5: Histogram of Teachers' Perception of School Organisational Climate
Source: Researcher's SPSS Output, 2025

Looking deeper into item-level statistics in Table 4.6a above, several items scored particularly high, reinforcing this overall positive perception. The item “Social responsibility and good moral values are emphasized” had the highest mean of 3.51 (SD = 0.567), showing strong consensus among teachers. Likewise, “I have positive and supportive relationships with my colleagues” scored 3.49 (SD = 0.597), and “The school promotes a culture of respect and non-violence” scored 3.40 (SD = 0.629), highlighting a generally respectful and ethical workplace climate. Other items with high mean scores included “The school maintains a safe and secure physical environment” (3.35), “Teachers tailor classroom instruction to meet diverse student needs” (3.34), and “There is mutual respect and belonging among teachers” (3.38), all of which point to a climate that values diversity, inclusiveness, and professional engagement.

However, a few items showed relatively lower means, suggesting areas of concern. The item “Educational facilities and resources are adequately managed and maintained” had one of the lowest mean scores at 2.74 (SD = 1.009), along with “Student-teacher ratio is appropriate in every classroom” (2.79, SD = 0.963), and “School leadership supports innovation and provides professional development opportunities” (2.99, SD = 0.945). These items fell below the 3.00 threshold, indicating moderate or insufficient satisfaction in terms of infrastructural support and administrative capacity to foster innovation or continuing professional development. This suggests that while teachers perceive the interpersonal and cultural climate positively, there may be institutional gaps related to facilities, staffing, and strategic leadership.

Moreover, items such as “I feel valued and appreciated by my principal/director” (3.14), “The school environment is kept clean and orderly” (3.11), and “The teaching and learning process allows for timely and constructive feedback” (3.17) scored slightly above the threshold, pointing toward areas that are functional but could benefit from reinforcement to further strengthen the climate.

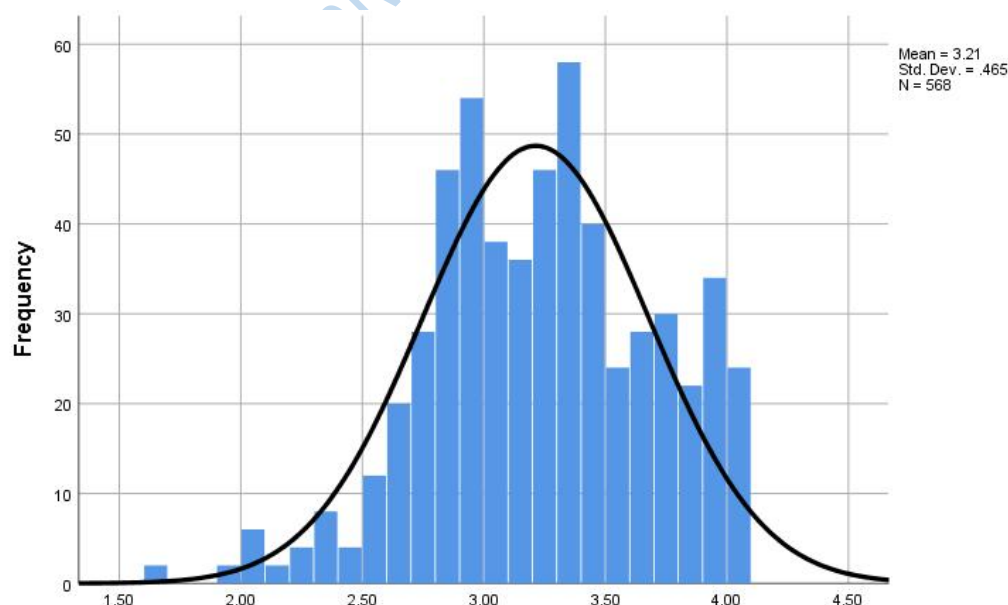


Figure 4.6: Histogram of Teachers' School Organisational Climate Composite Scores

Source: Researcher's SPSS Output, 2025

The frequency table (along with Fig 4.6 above) of individual school organisational climate average values supports these interpretations, showing a concentration of scores between 2.80 and 3.60, with peaks at 2.90 (4.9%), 3.00 (3.5%), 3.30 (4.9%), and 3.35 (5.3%). A small proportion of teachers (below 1.5%) had averages above 3.90, while only a few teachers reported very low scores, with 2.00 being the lowest common score among 6 respondents (1.1%). The scores reflect a fairly normal distribution with a positive skew toward favourable perceptions (see Appendix Table A1).

In summary, the data suggests that junior secondary school teachers in Ibadan Metropolis generally perceive their school's organisational climate to be supportive, collaborative, respectful, and professionally stimulating, with interpersonal relationships, moral culture, and physical safety scoring highest. However, certain dimensions such as resource adequacy, professional development, and staffing ratios require administrative attention and policy reinforcement. The findings imply that school leaders and policymakers should consolidate the positive cultural and relational climate while strategically investing in physical and instructional resources to achieve a more holistic and sustained improvement in organisational climate.

4.2.2 Test of Hypotheses

H₀₁: There will be no significant combined influence of academic qualifications and school organisational climate on the job performance of junior secondary schools teachers in Ibadan Metropolis, Oyo State.

Table 4.18: Summary of Regression Analysis Showing the Combined Influence of Academic Qualifications and School Organisational Climate as Predictors of Job Performance in Junior Secondary Schools in Ibadan Metropolis, Oyo State

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.537 ^a	.288	.286	.31843	.288	114.294	2	565	.000
a. Predictors: (Constant), School Organisational Climate, Academic Qualifications									

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.178	2	11.589	114.294	.000 ^b
	Residual	57.290	565	.101		
	Total	80.469	567			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), School Organisational Climate, Academic Qualifications						

Source: Researchers' Field Survey, 2025

The multiple regression analysis conducted to determine whether academic qualifications and school organisational climate jointly predict the job performance of junior secondary school teachers in Ibadan Metropolis is expressed statistically in Table 4.18 above. This table tells us how well the two predictors (School Organisational Climate, Academic Qualifications) together explain variance in the outcome variable (job performance). The model summary as seen in Table 4.2.2a provides crucial metrics that illustrate the strength and fit of the regression model employed to analyse the data. The F-statistic which tested whether the overall regression model significantly improved prediction

compared to having no predictors provided stronger evidence that the predictors were highly useful. As seen, $F(2, 565) = 114.29, p < .001$, indicating that the independent variables significantly predicted the dependent variable.

The multiple correlation coefficient (R) is 0.537, suggesting a moderate positive correlation between the predictors (school organisational climate and academic qualifications) and the dependent variable (job performance). This value, by definition means that the overall relationship between the variables is satisfactory. It further suggests that the cumulative effect of leadership practices, interpersonal relationships, policies, and resources that together define the school's operational ethos as well as the formal certifications, degrees, and credentials obtained through structured education and training programmes together are responsible for teachers' overall job performance. Hence, as the predictors (school organisational climate and academic qualifications) increase, so also does the dependent variable (job performance) increase.

The coefficient of determination (R^2) value of .288 implies that approximately 28.8% of the variance in teachers' job performance is explained by the combined influence of academic qualification and school organisational climate. It tells us how much of the variance in job performance can be explained by the combinative effect of the school's operational ethos as well as the formal certifications, degrees, and credentials obtained through structured education and training programmes. This moderate value suggests that the model is moderately effective in explaining the factors (e.g. Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, Leadership and Efficacy, N.C. E, Bachelor's Degree in Education (B.Ed., B.Sc. Ed, B.A. Ed), Bachelor's Degree in a Non Education Discipline (B.Sc./B.A/B.Tech/B.Agric, B.Eng, etc.), Postgraduate Diploma in Education (PGDE), Master's Degree (M.A, M.Sc., M.Ed., etc.), Doctor of Philosophy (Ph.D.)) that contribute to teachers' performance on the job.

The adjusted R Square which corrects for the number of predictors in the model preventing overestimation is also 0.286, which is very close to the coefficient of determination (R^2) value of .288, indicating that it is a stable model without much inflation on the part of sample sizes, items or predictors. The standard error of the estimate is 0.31843. It is the standard deviation of the residuals (errors) which tells us how much predicted scores typically deviate from observed scores. Based on this low score, it tells us how accurately closer the model's predictions are to the actual observed data. The Sig. F Change (.000) is the p-value for the F-test. A p-value value of .000 means the model is highly statistically significant. Hence, the predictors jointly predict job performance better than claims of chance/luck.

The ANOVA table helps to determine if the regression model significantly predicts job performance better than a model with no predictors. It shows the same F-test in more detail seeing that it partitions the variance into regression and residual (error) components. The sum of squares for regression (SSR) is 23.178, indicating the total variation in job performance that the model explains. The residual sum of squares (SSE) is 57.290, representing the variation not explained by the model, otherwise known as the leftover or unexplained error. This relatively high value of SSE compared to the regression sum of squares (SSR) suggests that the model (academic qualifications and school organisational climate), while significant, does not account for the majority of variation in teachers' performance. This could be likely due to other unmeasured variables that contribute to job performance in teachers and could be explored in the future. The total sum of squares, which is the total variation in the dependent variable (job performance), is 80.469. A significant 71.2% of the variation is found to be unexplained by the model.

The degrees of freedom for the regression model are 2 ($K = 2$), and for the residuals, it is 565 ($N - K - 1 = 568 - 2 - 1 = 565$), with a total of 567 observations ($N - 1 = 568 - 1 = 567$), where N is the sample size and of 568 teachers. The mean square for regression (MSR) when calculated using $MSR = SSR/df$ gave a result of 11.589, indicating the average amount of variation explained by each predictor in the model. The mean square for residuals (MSE) when calculated using $MSE = SSE/df$ gave a result of 0.101, representing the average amount of variation not explained by the model for each observation.

The F-value is 114.294, which is extremely greater than the error, indicating that the model significantly predicts job performance better than a model with no predictors. It could also be said that the predictors did a good job in explaining the dependent variable. The significance (Sig.) value is 0.000, which is less than the 0.001 threshold, indicating that the results are statistically significant. Therefore, the null hypothesis (H_01) which stated that there would be no significant combined influence of the independent variables on job performance, is rejected, and we conclude that there is a significant combined influence of organisational climate and academic qualifications on job performance. This implies that in order to improve job performance among teachers in junior secondary schools in Ibadan Metropolis, Oyo State, it would be statistically reasonable to prioritize factors like teachers' safety, teaching and learning, relationships, environment, leadership and efficacy as well as their qualifications, development and training.

H_02 : There will be no significant relative influence of academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State.

Table 4.19: Summary of Regression Analysis Showing the Relative Influence of Academic Qualifications and School Organisational Climate as Predictors of Job Performance in Junior Secondary Schools in Ibadan Metropolis, Oyo State

Model		Coefficients ^a			t	Sig.	Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	1.886	.099		18.986	.000		
	Academic Qualification	-.004	.010	-.014	-.383	.702	.998	1.002
	School Organisation al Climate	.434	.029	.536	15.077	.000	.998	1.002

a. Dependent Variable: Job Performance

Source: Researchers' Field Survey, 2025

The result of the multiple regression analysis used to test the relative influence of academic qualification and school organisational climate on the job performance of teachers in junior secondary schools in Ibadan Metropolis, Oyo State is shown in Table 4.19. The regression analysis table provides insights into how academic qualification and school organisational climate individually affect teachers' job performance. The coefficients table offers both unstandardized and standardised coefficients, as well as their significance levels, to understand the impact of each predictor. The unstandardized coefficient for the constant is 1.886, which represents the baseline level of job performance when all predictors (academic qualifications and school organisational climate) are held at zero. This can be interpreted as the expected value of job performance in the absence of influence from independent variables. The standard error associated with this estimate is 0.099, indicating a relatively high precision of the constant's estimate. The t-value for the constant is high at 18.986, showing that it is significantly different

from zero. This is further confirmed by the significance level (p-value) of 0.000, indicating that the intercept is statistically significant at the 0.001 level.

The unstandardized coefficient for academic qualifications is -.004. This means that for each unit increase in academic qualifications (e.g. higher qualifications), job performance decreases by 0.004 units, assuming other variables remain constant. It is very small and negative, so it is not statistically meaningful here. The standard error for this estimate is 0.010, indicating a relatively small value but still not significant. The standardised coefficient (Beta) is -.014, reflecting the moderately low influence of academic qualifications on job performance relative to other variables. The t-value is -.383, suggesting that there is little or no impact of academic qualifications on job performance. The significance level (p-value) is 0.702, indicating that this influence is not statistically significant. Hence, we fail to reject the null hypothesis for this variable.

The unstandardized coefficient for school organisational climate is 0.434. This means that for each additional unit in school organisational climate, job performance increases by 0.434 units, assuming other variables remain constant. This high score is statistically meaningful here and suggests a strong positive effect of school organisational climate on teachers' job performance. The standard error for this estimate is 0.029, indicating a relatively small value but since its t-value is high, this confirms high precision and statistical reliability. The standardised coefficient (Beta) is 0.536, reflecting a highly strong influence of school organisational climate on job performance and superiorly relative to other variables. The very high t-value of 15.077 suggests that there is a very strong contribution of school organisational climate to job performance. The significance level (p-value) is 0.000, indicating that this influence is highly statistically significant. The implication is that there is strong evidence that school organisational climate affects

performance. Hence, we reject the null hypothesis for this variable and accept the alternative hypothesis.

Although, the regression analysis shows that school organisational climate predicts the majority of the influence on job performance of teachers in Ibadan Metropolis, it can still be an indication that academic qualifications, certification etc. are better to have but not meant to be dependent on teachers' job performance or quality education. On the other hand, it could just as well suggest that the higher the academic qualifications, the less efficient the teachers' performance likely due to overestimation of their abilities or other unexplained factors.

Hence, the null hypothesis which states that there will be no relative influence of academic qualification and school organisational climate on teachers' job performance is partially rejected. Only school organisational climate contributed significantly to the model. The VIF and tolerance values ($VIF = 1.002$; $Tolerance = .998$) for both academic qualifications and school organisational climate indicate no collinearity between the predictors. This implies that they were in fact distinguishable, stable and interpretable.

4.3 Discussion of Findings

Findings from research question one revealed that the overall level of teachers' job performance in Ibadan Metropolis was high, with a weighted mean of 3.27. This finding aligns with earlier studies that suggest that despite structural challenges, Nigerian teachers continue to demonstrate relatively strong instructional and professional commitment. For instance, a study conducted in Oyo State by some scholars found that teachers exhibit high levels of classroom management and instructional delivery, even in under-resourced settings¹. Similarly, research in the Niger Delta region emphasized that when provided with minimal enabling environments, teachers often meet performance expectations due to intrinsic motivation and a sense of responsibility².

This high performance also supports findings by a study in Ghana, where open and familiar organisational climates were associated with higher teacher effectiveness³. The data further showed that aspects such as classroom management (mean = 3.47) and assessment practices (mean = 3.41) scored particularly high, which agrees with some researcher's conclusion that strong teacher-student interactions and professional development significantly boost teacher efficacy⁴. However, while academic performance of students (mean = 3.08) was also rated high, it was the least scoring component among the five dimensions of teacher performance. This may reflect systemic issues beyond teacher influence such as curriculum overload, student absenteeism, or resource shortages, a concern which was also noted by notable scholars in their analysis of public schools in Nigeria².

The slight differences in dimensions, such as higher scores in classroom management and interpersonal relationships reinforce studies by scholars who argued that structured policies and peer accountability significantly influence teacher behaviour. Importantly, this finding challenges widely held perceptions that public school teachers perform poorly; rather, it suggests that systemic factors, not teacher apathy, may be the greater culprit for underachievement in public education.

For academic qualifications possessed by junior secondary school teachers in Ibadan Metropolis, the findings from research question two revealed that academic qualification which was broken down into six categories: NCE, Bachelor's Degree in Education, Bachelor's Degree in a Non-Education discipline, PGDE, Master's Degree, and Ph.D. had a weighted mean of 2.97, which falls within the moderate range, and a standard deviation of 1.343, indicating a fair degree of variability. The analysis reveals that the largest proportion of respondents (41.5%) hold a Bachelor's Degree in Education (B.Ed., B.Sc. Ed., or B.A. Ed.), indicating that a significant segment of the teaching workforce possesses both subject-matter expertise and pedagogical training⁵. This is a positive indicator of professional readiness, as education-based degrees typically equip teachers with classroom management techniques, child psychology knowledge, and instructional planning skills. The next largest group (19.7%) are holders of Master's degrees (M.Ed., M.A., M.Sc., etc.), reflecting a reasonable proportion of teachers who have pursued advanced studies and who may possess deeper content knowledge, research exposure, and academic maturity⁶. Meanwhile, teachers with Bachelor's degrees in non-education disciplines constitute 14.8% of the sample. This figure suggests that a notable portion of the teaching population may have entered the profession without formal pedagogical training, which may necessitate targeted professional development to bridge potential gaps in instructional methodology. The presence of teachers with Postgraduate Diplomas

in Education (13.7%) further highlights the pathway through which non-education degree holders are re-trained for classroom practice. PGDE holders often reflect a commitment to professionalization among individuals initially trained in other disciplines. Those with only NCE qualifications account for 9.2%, and while this is lower than in earlier decades, it reflects the evolution of teacher qualification expectations at the junior secondary level. Ph.D. holders were the least represented, constituting just 1.1% of the sample.

Following research question three, which included findings of the perceived state of school organisational climate across five key dimensions; Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, and Leadership and Efficacy among teachers in junior secondary schools in Ibadan Metropolis, it was found that a robust 92% of teachers (SA = 45.1%, A = 46.9%) acknowledged favourable teaching and learning conditions, such as instructional support, academic focus, and opportunities for feedback with a mean score of 3.34. This and Interpersonal Relationships (Mean = 3.39) had the highest mean scores among the five indicators underscoring the schools' emphasis on maintaining robust instructional practices and standards, and ensuring a friendly teaching system.

The aggregated values across the five indicators showed 40.2% Strongly Agree, 46.6% Agree, 7.5% Disagree, and 5.7% Strongly Disagree. The overall mean score of 3.21 confirms a generally positive school organisational climate. However, some disparities among the sub-domains, especially Institutional Environment and Leadership and Efficacy, warrant targeted improvement efforts. The analysis reveals that while the perceived institutional environments and leadership and efficacy is generally positive, greater emphasis is needed in these areas if the aim is towards strengthening good school organisational climate, as well as boosting teachers' job performance. Addressing these

areas could further enhance teachers' morale, engagement, and performance, ultimately improving student outcomes. This view is supported by suggestions by relevant scholars that addressing school organisational climate conditions could potentially increase teachers' morale and job performance^{7 8}.

Likewise, the conclusions that 'interpersonal and professional relationships among staff can be strengthened' may be interpreted by opinions of scholars who believed that weak climates characterized by distrust, poor communication, and limited collegial support tend to lead to dissatisfaction, reduced morale, and decreased professional effectiveness among educators⁹. Moreover, this result supports the theoretical foundation laid out in the literature. Person-Environment Fit Theory, which emphasizes that human behaviour results from an interplay between individual characteristics and environmental conditions, offers a strong framework to interpret this outcome¹⁰. According to a psychological theory of work adjustment, individuals function optimally when their psychological needs align with their work environment¹¹. The reported high-performance level in this study aligns with this theory, suggesting that motivators are present in meaningful ways within the school environments surveyed.

The findings of this study also revealed that academic qualifications and school organisational climate jointly and significantly predicted the job performance of junior secondary school teachers in Ibadan Metropolis. The multiple regression model demonstrated a statistically significant combined influence of these two independent variables on teachers' job performance, $F(2, 565) = 114.29, p < .001$. The findings of this study are further emphasized in the strong significant R^2 value of .288 implying that approximately 28.8% of the variance in teachers' job performance is explained by the combined influence of academic qualification and school organisational climate. As

earlier put, few scholars recognize their combined impact in determining job performance of teachers but it is in line with findings by other scholars^{12,2}. This result also underscores the importance of both individual and contextual factors in shaping teachers' professional effectiveness as highlighted by certain scholars who argue that we cannot separate the organism from the organisation, just as we cannot talk about certain individual factors without mentioning the individual. Literature supporting this view is also stated in chapter two on how important personality is to the individual as the organisational climate is to the organisation, highlighting its role in shaping the behaviours and interactions within the school setting¹³.

The significantly moderate predictive power of academic qualifications aligns with the findings of researchers who also found a strong positive correlation ($r = 0.781$, $p < 0.05$) between teachers' educational qualifications and their job performance¹⁴. Similarly, scholars recommend ongoing professional development and periodic training to enhance teacher competence, emphasizing that qualified teachers tend to adopt diverse teaching methodologies, thus effectively meeting varied student learning needs⁷.

Furthermore, the study corroborates the assertion of scholars that the organisational climate of a school exerts a profound influence on teacher job performance and competency. A positive school organisational climate is portrayed when school administrators adopt inclusive leadership practices and prioritize staff welfare (through prompt salary payment, promotions, and recognition), resulting in a boost in teachers morale and significant improvement in teachers' job performance.^{14,15}. The moderate coefficient of multiple correlation ($R = .537$) further suggest that while academic qualifications and school organisational climate are important predictors, other factors not in depth measured in this study may also contribute to variations in teachers' job

performance such as intrinsic motivation, leadership styles, workload, and specific resource availability, as stated by other scholars¹⁶.

Therefore, the null hypothesis, which stated that there would be no significant combined influence of the academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, is rejected. This rejection is an indication of the need to improve teachers' academic qualifications but mostly a suggestion to policy makers on the need to continually foster a strong school organisational climate because when these conditions are prioritized, teachers' job performance is enhanced. These findings support the view that professional development and conducive work environments are critical components in achieving quality education¹⁷.

Moreso, the regression analysis sought to examine the relative influence of academic qualifications and school organisational climate on teachers' job performance in junior secondary schools in Ibadan Metropolis. The findings revealed that only school organisational climate had a statistically significant influence on job performance, while academic qualification did not contribute meaningfully.

The standardized coefficient ($\beta = 0.536$) for school organisational climate was large and statistically significant ($t = 15.077, p = .001$), indicating that a supportive and well-structured organisational climate is a strong positive predictor of effective teachers' job performance. This aligns with the findings of scholars who emphasized that a positive school organisational climate promotes motivation, job satisfaction, and professional commitment, all the way up to enhancing performance¹⁸. Similarly, some scholars further found that teachers working in open, collaborative environments report higher morale and better student outcomes¹⁹.

Conversely, academic qualification showed a negative but negligible effect on teachers' job performance ($\beta = -.014$, $t = -.383$, $p = .702$). This implies that variations in formal educational attainment, including professional certifications etc. do not significantly translate to better teachers' job performance in this context. This result is consistent with research by scholars who found no strong relationship between teachers' degree levels and overall job performance²⁰. It also suggests that beyond certifications, ongoing professional development, teaching environment, and school support systems have more practical influence on day-to-day teaching effectiveness.

Hence, the null hypothesis which states that there will be no relative influence of academic qualification and school organisational climate on teachers' job performance is partially rejected. Only school organisational climate contributed significantly to the model. These findings also go against earlier studies that strongly proved that the variable academic qualification is a major determinant of job performance among teachers^{21 22}. This insignificance could suggest that external factors are mostly great predictors of how well teachers perform rather than earlier studies that found a strong positive relationship between qualifications and performance²³.

Overall, while the academic qualifications, professional certifications and school organisational climate of teachers are foundational to teachers' job performance, this study reveals that one or many of their sub-indicators may not be sufficient by themselves in explaining differences in performance. More critically, the study reveals that school organisational climate is a far stronger predictor of teacher job performance than academic qualifications. The relational and structural dynamics within schools such as leadership quality, communication flow, collaborative practices, safety, and provision of resources emerge as the true levers for enhancing teacher motivation and instructional

effectiveness. This is a significant finding, as it shifts the locus of educational improvement beyond individual qualifications and emphasizes the need for systemic reforms that prioritize school culture, administrative support, and professional development infrastructure. This is also in line with studies that argue that in a context like Nigeria where many are academically qualified with at least a Nigeria Certificate in Education (NCE) or a Bachelor's degrees, the real question of whether they perform best depends heavily on the school environment²⁰. For policy and practice, this implies that recruiting qualified teachers must be matched by investment in organisational development at the school level. Equally, efforts to improve student outcomes in junior secondary schools in Ibadan Metropolis must include strategic interventions in leadership training, teacher welfare, institutional support, and staff cohesion.

In conclusion, while academic qualifications and school organisational climate are essential, this study's findings suggest they cannot independently account for differences in teachers' job performance. Thus, school administrators and policymakers should adopt a broader support structure that includes motivation-enhancing strategies, work-life balance, regular feedback, teacher involvement in decision-making, and inclusive school leadership models because as long as the environment is safe and encouraging for teachers, their performance levels will be positively enhanced regardless of their qualifications.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the area of further research.

5.1 Summary of Findings

This study investigated the influence of academic qualifications and school organisational climate on the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State. Three research questions and two hypotheses guided the study. Descriptive and inferential statistical methods were used to analyse data obtained from 568 respondents. Key findings from the study are summarized below.

In relation to research question one, which sought to determine the level of job performance among junior secondary school teachers, the results showed a high level of overall performance with a composite mean of 3.27. Among the five subscales assessed, instructional competence ($M = 3.39$), students' assessment practice ($M = 3.41$) and classroom management ($M = 3.47$) emerged as the strongest dimensions, while professional development and contributions ($M = 3.00$) was rated the lowest, yet still meeting the threshold to be qualified at a high level. These results support previous studies that job performance in teaching is often a reflection of professional and pedagogical preparedness. These findings are also consistent with studies that strongly linked student academic performance and teachers' job performance with adequate

training and teaching experience as it concluded that a decline in student academic performance is partly due to the engagement of unqualified or underqualified teachers. This has profound implications for school administrators and policymakers if they desire to improve the job performance of teachers in Ibadan Metropolis.

Research question two, explored the academic qualifications of teachers. The analysis revealed a moderate level of academic attainment with a weighted mean of 2.97. The largest proportion of teachers (41.5%) held a Bachelor's Degree in Education, while 19.7% had attained Masters level qualifications. Teachers with PGDE accounted for 13.7%, while NCE holders and those with Ph.D. degrees represented the smallest groups (9.2% and 1.1% respectively). These findings show that while a majority of respondents possessed education-aligned credentials, there remains a substantial proportion (approximately 35.6%) whose qualifications fall outside the pedagogical track. This corroborates existing literature in Oyo State which emphasized the importance of both academic and professional qualifications (e.g., PGDE, B.Ed) as well as higher ones (Masters and Ph.D.) in fostering teacher effectiveness.

In response to Research Question Three, which examined the nature of school organisational climate among the respondents, findings indicated that the overall climate was rated high ($M = 3.21$), although differences existed among dimensions. For instance, institutional environment ($M = 2.88$) and leadership and efficacy ($M = 3.19$) had satisfactory mean scores yet were the lowest, suggesting that teachers generally perceived their schools as limited in infrastructure, resources and lacking in administrative support. Hence, there are still rooms for improvements in these areas. Moreover, the interpersonal relationships were highly rated ($M = 3.39$), alongside Teaching and Learning ($M = 3.34$) and Safety ($M = 3.26$), indicating that while challenges may still persist with physical

infrastructure, access to teaching materials, and environmental conduciveness, teachers generally perceived the level of respect, teaching process as well as overall safety measures as high and adequately beneficial to their performance. These findings support earlier assertions by existing literature emphasizing the link between supportive organisational climates characterized by respectful leadership, participatory governance, professional development opportunities and enhanced teacher output and overall performance. It also corroborates findings from previous studies that inclusive leadership practices, as well as school management prioritizing staff welfare (through prompt salary payment, promotions, and recognition) led to an improvement in teacher morale and job performance.

The first hypothesis (H_{01}) tested whether academic qualifications and school organisational climate jointly influence teacher performance. Multiple regression analysis revealed a statistically significant combined influence ($R^2 = 0.288$; $F = 114.294$; $p < 0.001$), indicating that approximately 28.8% of the variance in teachers' job performance could be explained by the two predictor variables. This suggests that professional training, school conditions, and teacher academic preparedness greatly influence teachers' job performance outcomes.

For the second hypothesis (H_{02}), the relative influence of each predictor was examined. The results showed that school organisational climate had a statistically significant effect on teachers' job performance ($\beta = 0.536$; $p < 0.001$), whereas academic qualification was not a significant predictor ($\beta = -0.014$; $p = 0.702$). This finding suggests that the quality of the school environment comprising safety, interpersonal relationship, teaching and learning practices, institutional environment and school leadership play a more critical role in shaping teacher outcomes than academic credentials alone. Furthermore, the

apparent insignificance of academic qualifications as a standalone factor supports the argument made by existing research that firstly that credentials must be complemented with conducive working conditions and continuous development to translate into effectiveness, and lastly that there are other factors that could be predicting teachers' job performance.

In summary, the findings of this study demonstrate that while academic qualifications among junior secondary school teachers in Ibadan Metropolis are moderate, it is the organisational climate of schools that plays a more pronounced and statistically significant role in determining teachers' job performance. These insights offer important implications for educational policy and practice, particularly in prioritizing school-based reforms that enhance leadership, collaboration, and infrastructure, while simultaneously enforcing qualification standards and investing in professional development in junior secondary schools in Ibadan Metropolis, Oyo State.

5.2 Conclusion

This study investigated the academic qualifications and school organisational climate as predictors of the job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State. Drawing on quantitative data from 568 teachers across multiple schools, the findings provide a nuanced understanding of how teacher characteristics and institutional conditions shape teachers' job performance within the educational landscape of a major Nigerian metropolis.

The study concludes that junior secondary school teachers in Ibadan Metropolis generally demonstrate a high level of job performance, particularly in areas such as instructional competence, teaching methodology, and interpersonal relations. However, variability exists across sub-components of their job performance, with institutional and

infrastructural support emerging as relatively weaker dimensions. These observations affirm that while many teachers are professionally committed, their effectiveness is sometimes constrained by environmental limitations within the school system.

In terms of academic qualifications, the findings reflect a workforce that is moderately qualified, with the majority of teachers holding education-related bachelor's degrees and a smaller proportion possessing postgraduate degrees. A significant subset of teachers, however, still lacks formal pedagogical training, a trend which raises concerns about instructional depth and long-term professional development. While academic qualifications are an important foundation, the study reveals that academic qualifications alone are not sufficient to predict teachers' job performance in meaningful ways unless they are supported by enabling work environments.

More critically, the study reveals that school organisational climate is a far stronger predictor of teachers' job performance than academic qualifications. The relational and structural dynamics within schools, such as leadership quality, communication flow, collaborative practices, safety, and provision of resources emerge as the true levers for enhancing teachers' job performance and instructional effectiveness. This is a significant finding, as it shifts the locus of educational improvement beyond individual qualifications and emphasizes the need for systemic reforms that prioritize school culture, administrative support, and professional development infrastructure.

Overall, the findings underscore the need for an integrated approach to teachers' job performance, one that recognizes the foundational role of qualifications but foregrounds the decisive influence of school organisational climate and working conditions. For policy and practice, this implies that recruiting qualified teachers must be matched by investment in organisational development at the school level. Equally, efforts

to improve student outcomes in Oyo State's junior secondary schools must include strategic interventions in leadership training, teacher welfare, institutional support, and staff cohesion.

In conclusion, effective teaching is both a personal and systemic outcome. It thrives not only on individual credentials but also on collective conditions. Improving job performance of junior secondary school teachers in Ibadan Metropolis and by extension, across Nigeria therefore requires deliberate efforts to enhance not just who teaches, but where and how they teach.

5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Educational Stakeholders and school administrators should promote open communication, professional collaboration, participatory leadership and constant recognition to strengthen teacher motivation and job performance.
2. The Ministry of Education, educational stakeholders and school owners should enforce strict compliance with the National Policy on Education, ensuring that only academically qualified and certified teachers are employed into service.
3. Government, teacher unions, and educational stakeholders should enhance the value of academic qualifications through targeted in-service training, workshops, and professional development and certification programmes.

4. Government agencies, school owners and other private investors in education should improve the institutional environment by providing adequately equipped classrooms, laboratories, infrastructural and instructional materials.
5. Regulatory bodies and educational stakeholders should establish structured performance appraisal systems that assess current instructional and school organisational climate practices to ensure its consistency with contemporary educational standards.

5.4 Contributions to Knowledge

This study makes several contributions to educational research and practice:

1. It reveals the distinct roles academic qualifications and school organisational climate play on in teachers' job performance, with school organisational climate emerging as a greater predictor.
2. It provides empirical evidence specific to junior secondary school settings in Ibadan Metropolis, offering context-specific insights that can inform regional policy-making and guide targeted school improvement initiatives.
3. It reinforces the growing body of academic discourse which emphasises that environmental and psycho-social factors such as interpersonal relationships,

leadership practices, and overall school culture play a critical role in enhancing teacher output.

4. It highlights the limited predictive strength of academic qualifications alone, supporting the need to adopt broader performance-enhancing strategies for improving teachers' job performance and professional development.

5.5 Suggestions for Further Studies

Future research could adopt qualitative or mixed-method approaches, incorporating interviews and focus group discussions to gain deeper insights into teachers' lived experiences regarding organisational climate. Further investigations might extend to other educational levels, such as primary and tertiary institutions, or explore whether similar patterns emerge across different states in Nigeria. Longitudinal studies are also recommended to track changes in teachers' job performance over time, thereby providing a more dynamic understanding of the relationship between organisational climate and effectiveness.

Additionally, future studies could examine a broader range of predictor variables, including teacher motivation, workload, emotional intelligence, and work-life balance, to better understand the multifaceted determinants of job performance. Finally, analysing data by gender and subject area could reveal important interactions between these factors and organisational climate, offering more nuanced and targeted recommendations.

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Appendix

Questionnaire

Academic Qualifications and School Organisational Climate as Predictors of Junior Secondary Teachers’ Job Performance in Ibadan Metropolis, Oyo State (AQSOCJSSTJP)

Dear Esteemed Respondent,

This questionnaire is designed to elicit response for the completion of postgraduate research work with the above title. The researcher seeks your candid response. Be assured that your responses are private and will be used strictly for academic and research purposes. Thanks.

Section A

Instruction

Please, tick the space (✓) provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()
2. Age Range: Less than 30 years () 31-40 years () 41-50 ()
Above 50 years ()
3. Years of Experience: Less than 10 years () 11-20 years () 21-30 years ()
Above 30 years ()

Section B

This section contains items to collect information from respondents on the level of job performance of junior secondary school teachers in Ibadan Metropolis, Oyo State. Please respond to the statement in the table below using the following scale;

Very Often (VO), Often (O), Not Often (NO), and Never (N)

S/N	Items	VO	O	NO	N
1.	I use different methods of teaching				
2.	My lessons cater to students of different abilities and needs				
3.	I can teach difficult lessons easily				
4.	I maintain discipline in my class				
5.	I encourage my students to participate and be active in class discussions				
6.	I don't let co-curricular activities affect my class teaching				
7.	I willingly attend programmes that will contribute to the improvement of teaching and learning process				
8.	I assist other teachers with high workloads and periods				
9.	I make innovative suggestions to improve the overall quality of teaching				
10.	I assess my students after each lesson				
11.	I use formative and summative assessments to evaluate students learning				
12.	I make no injustice in marking test and exam papers				
13.	My students demonstrate strong subject mastery through their tests and examinations				
14.	My students win subjects related competitions and awards				
15.	My students record visible academic progress in tests and examinations.				

Section C

This section contains items to collect information from respondents on the level of academic qualifications of junior secondary school teachers in Ibadan Metropolis, Oyo

State. Please tick (✓) the item that best describes your highest level of academic qualification.

	Academic Qualification	
1.	Nigerian Certificate of Education (NCE)	
2.	Bachelor's Degree in Education (B.Ed./B.Sc.Ed./B.A.Ed)	
3.	Bachelor's Degree in Non-Education Discipline (B.Sc./B.A./B.Agric./B.Tech. , e.t.c)	
4.	Postgraduate Diploma in Education (PGDE)	
5.	Master's Degree (M.Ed/M.Sc/M.A)	
6.	Doctor of Philosophy (Ph.D)	

Section D

This section contains items to collect information from respondents on the state of school organisational climate of public junior secondary schools in Ibadan Metropolis, Oyo State. Please respond to the statement in the table below using the following scale;

Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

S/N	Items	SA	A	SD	D
1.	The school maintains a safe and secure physical environment				
2.	Adequate measures and procedures are in place to address safety or emergency concerns				
3.	The school promotes a culture of respect and non-violence				
4.	School members are safe from bullying, harassment and emotional torture.				
5.	Teachers are advised to tailor classroom instruction to meet diverse student needs using different teaching methods and styles				
6.	A strong academic culture and continuous improvement are emphasized in my school				
7.	The teaching and learning process allows for timely and constructive feedback				
8.	Social responsibility and good moral values are emphasized				
9.	I have positive and supportive relationships with my colleagues (other teachers) in our school				
10.	Communication among teachers is clear, open and effective				
11.	Teachers in our school collaborate and support each other in addressing challenges				
12.	There is a strong sense of mutual respect, community and belonging among teachers in my school regardless of gender, culture, religion and personality traits				
13.	Educational facilities and resources (classrooms, library, laboratory, instructional materials, sports field, boards, computer room, markers, etc) are available to aid teaching and learning				

14.	Educational facilities and resources are adequately managed and maintained				
15.	Student-teacher ratio is appropriate in every classroom				
16.	The school environment is kept clean and orderly at all times				
17.	I have a positive and respectful relationship with my superior (e.g., principal, departmental head)				
18.	My school Principal/Director is accessible and provides guidance to improve in my work				
19.	School Leadership supports innovation and provides professional development opportunities to teachers. (seminars, workshops, conferences, etc)				
20.	I feel valued and appreciated by my principal/director for my contributions to the school				

Bio-data

A. Personal Data

- Name: Goodness Ebunoluwa ODUYALE

Lead City University, Ibadan, Oyo State

goodnessebunoluwa@gmail.com

08108560961

- Date of Birth: 20th January, 2000
- Nationality: Nigerian, Ogun State
- Marital Status: Single
- Name of Next of Kin: Mr Adetayo Oduyale
- Address of Next of Kin: Road 3, Roolu, Gbonagun Abeokuta, Ogun State.

B. Educational Background with Dates

i. Primary Education

2003-2007 Paragon International Group of Schools, Oke-Aregba, Abeokuta, Ogun State.

2007-2009 Beautiful Gate International School, Fajol, Abeokuta, Ogun State.

ii. Secondary Education

2009-2015 Emmanuel College, Obantoko, Abeokuta, Ogun State.

iii. Higher Education

2015-2019 University of Ibadan, Oyo State

C. Work Experience with Dates

2021-2022 ADS Grammar School, Iludun, Osogbo, Osun State (Tutor)

20022-2023 Sendme Food Technology Limited, Ibadan, Oyo State (Human Resource Associate)

2023-2024 Victorious Brightstar College, Orogun, Ibadan, Oyo State (Tutor)

2024-Present Leadway Victory School, Orogun, Ibadan, Oyo State (Tutor)

2024-Present The Olives Schools, Bodija, Ibadan, Oyo State (Tutor)

D. Awards and Fellowships

3rd Position Prize, Nigerian Universities Education Student Association Writing Competition, 2016.

E. Membership of Academic and Professional Bodies

Teachers Registration Council of Nigeria (TRCN)

F. Publication(s)

Professional Development Programmes and Job Performance of Teachers in Secondary Schools

G. Major Conference Attended with Dates

Nil

H. Referees

1. Olowonfela Toluwalase

Lead City International School, Jericho Ibadan

toluwalaseolusola@gmail.com

2. Taiwo Osijo

AFEX Commodities Exchange

Iwo Road, Ibadan

t.osijo@yahoo.com

Signature

Date

The University Compliance Certification

This is to certify that this thesis by **Goodness Ebunoluwa ODUYALE** with matriculation number LCU/PG/005231 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

Signature

Date

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