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ORGANISATIONAL CLIMATE AS A CORRELATE OF TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract
The study examined organisational climate as a correlate of teachers' job satisfaction in public secondary schools in Anambra State. Four research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study comprised 5133 teachers (756 males and 4377 female teachers) in 263 public secondary schools in the six Education Zones in Anambra State. The sample of 513 teachers (that is, 10% of the population) was used for the study. Stratified and simple random sampling techniques were used for the study. The instruments for data collection were researcher-structured questionnaires titled: Organisational Climate Questionnaire (OCQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were subjected to face and construct validation. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient value of 0.80 for OCQ and 0.83 for TJSQ were obtained which was considered highly reliable and suitable for the study. Pearson Product Moment Correlation and multiple regression analysis were used for the study. The study revealed that while closed climate (r = -0.477; p = 0.000) negatively and significantly related to teachers' job satisfaction, autonomous climate (r = 0.571; p = 0.000), controlled climate (r = 0.512; p = 0.000), positively and significantly related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. The study also showed that open climate (r = 0.748; p = 0.000) positively and significantly related to teachers' job satisfaction in public secondary schools in Anambra State to a high extent. The study concluded that creating a good organisational climate is of necessity because their components have shown to be a good determinant of teachers' job satisfaction in public secondary schools in Anambra State. Based on the findings, the study recommended that since organizational climate are positively and significantly related to teachers' job satisfaction, administrators should introduce these school climates in order to keep sustaining teachers' job satisfaction in public secondary schools in Anambra State.

Keywords: Organizational Climate, Job Satisfaction, Open, Closed, Autonomous, Controlled

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Introduction

Apparently in nature, teachers unlike other employees or workers tend to be committed to the jobs that they are satisfied with. In this modern time, the education sector has witnessed increased intervention in an attempt to improve teachers' quality for enhanced output. In Nigeria, successive governments have put up various measures to significantly improve the condition of service of teachers which aimed at attracting the best professionally qualified candidates into the profession. In Anambra State, the case is not different as teachers enjoy Teachers' Enhanced Allowance (TEA), special allowance for science teachers and rural posting allowance for teachers teaching in rural areas otherwise tagged "hard to reach" areas of the State in the regime of Peter Obi and up to date, it is being practiced by the succession government in the State as indicated in the annual publication of Post Primary School Service Commission. These efforts aimed at ensuring that the needs of teachers are met, having little or insignificant attention to the organisational climate that emphasis on the extrinsic and intrinsic needs of teachers towards their job satisfaction especially in public secondary schools in Anambra State. In support of this assertion, Batugal and Tindowen (2019) opined that there is a large vacuum that exists in terms of teachers' intrinsic needs as more incentives to teachers are extrinsic that are meant to boost teachers' morale and motivation.

The quest for survival and make ends meet and the desire to fulfill unending needs so as to live a comfortable life compels man to join an organization where he hopes to get the means of satisfying his insatiable needs. This, the organization does by boosting the morale of the employee and this is seen in the extent to which an individuals' need are met or satisfied and the extent to which the individuals perceives that satisfaction as stemming from his job situation.

In accepting teaching appointment, teachers agree to give a certain workload and loyalty to the school and in return, seek economic rewards, security, remuneration, and treatment as relevant human beings, good organisational climate among others, and the honouring of the terms of the contract by both parties leads to job satisfaction. However, where and when an organization honours only part of the contract as the economic aspect, leaving the others, the workers would be less committed and be dissatisfied as well. Thus, creating conducive organisational climate could be a vital tool to correct the deficiencies observed among teachers to motivate and boost their morale for classroom activities and work (teaching), thus, leading to job satisfaction of teachers.

Job satisfaction can be a positive perception of teachers' work life. It is the extent to which teachers feel self-motivated, content and satisfied with their job. Maclean (2018) defined job satisfaction as a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experience. He further noted that the definition incorporates both cognition (appraisal) and affective (emotional state). He assumed that job satisfaction results from interplay of cognition, and affective or put differently; thoughts and feelings. Pfister *et al.* (2020) defined job satisfaction as a collection of feelings an individual holds towards his or her job. A person with a high level of job satisfaction holds positive feelings towards the job while a person who is dissatisfied with his or her job holds negative feelings towards it. Thus, teachers' job satisfaction is a result of the overall reaction towards the teaching job.

Teachers' job satisfaction is a positive or pleasant emotional state resulting from a teachers' appreciation of their own job. Thahir et al. (2022) perceived teachers' job satisfaction as emotional reactions they give to their jobs or teachers' roles. It is a

multidimensional structure due to the nature of teaching profession. Thahir et al. stated further that teachers' job satisfaction is related to social and organizational factors, cognitive factors and affective factors. Thus, the factors that affect teachers' job satisfaction include internal and external factors, demographic factors, and individual characteristics of the teacher and the school, wages, workplace safety, to promotion possibilities, recognition and appreciation, decision-making power and of course, a sense of productive work. Each of these dimensions may contribute to varying degrees in shaping their sense of job satisfaction.

Teachers' job satisfaction has a significant importance for having positive teaching styles and it enables and supports meaningful teaching and learning. Teachers with high job satisfaction are more likely to be eager to improve their teaching efforts and skills. Job satisfaction of teachers plays an important role in students' learning, attitudes towards students' motivation and beliefs, and the continuation of teachers' profession (Parveen & Bano, 2019). In addition, teachers' job satisfaction has come to the forefront in recent years with the effect of addressing this issue in education for improved output.

In the contemporary world today, attention is focused on education as an instrument for launching nations into the world of science and technology and with consequential hope of human advancement, in terms of living conditions and development of the environment. This is because in the life of any nation, education is the live-wire of its industries; it is the foundation of moral regeneration and revival of its people. Thus, education is the bed-rock of any nation's development. It is that process that helps to develop the whole man physically, mentally, socially and technologically to enable him to function effectively in any environment in which he may find himself. Therefore, no nation can afford to pay lip service to the education of its people.

Education has been an agent of change and an instrument of national development. Obiora (2019) observed that the role of education in national development has received considerable attention in developed countries where it is argued that heavy investment in education has a great potential for enhancing rapid economic growth. Education is important in the development and improvement of skills. It has been responsible for the upliftment of human conditions. Akinnola and Oredein (2021) observed that the primary concern of education is the elevation of human conditions. Through education, people are enabled to develop their knowledge and skills, adopt new behaviour and be able to survive in the society. In the same vein, Tijani (2020), opined that all over the world, education is the key to development which clearly demonstrate that education play vital roles in the development of the individuals, society and the nation as a whole. Education especially formal education, takes place in school.

School is a formal organization set up by the society to fulfill its goals and objectives. To effectively achieve the expected objectives, it has to organize itself in a well-coordinated and conducive environment. Secondary education is the second stage in formal education of most countries of the world and captures mostly adolescent children in a systematically structured, democratic or regimented learning environment (Aliyu *et al.*, 2019). It occupied a strategic position in any nation's educational system. It has broad goals to prepare the individual for useful living within the society and higher education (Federal Republic of Nigeria, FRN, 2013). To achieve the objectives of secondary schools, many variables or factors such as leadership style of school heads, decision-making process, communication network, maintenance of school discipline, motivation of staff and students, availability of

resources among others must be effectively channeled toward creating a conducive and favourable school climate for effective teaching and learning process.

At the beginning of each academic year, teachers and school principals might not put emphasis on school climate in relation to other variables. One of the most obvious aspects that influence teachers' job satisfaction is the school climate (Mackenzie & Nwafor, 2019). Grub (2020) defined school climate as a broad term that refers to teachers' perceptions of the general work environment of the school. It is a relatively enduring quality of the school environment that is experienced by participants, affects their behaviour, and is based on their collective perceptions of behaviour in school. Ibikunle and Afolakemi (2021) described school climate as a mixture of beliefs, values and behaviours of students, teaching staff, leaders and parents, level of independence, leadership styles and job satisfaction. Aliyu *et al.* (2019) viewed school climate as those enduring characteristics that describe a particular school, distinguish it from other schools and serve as a major force influencing the behaviour of teachers and students. Jumare (2018) noted that school climate is the atmospheric setting which covers members' internal relationship that influences the external relation and shapes the understanding of each other and subsequently determines the success or failure of the school.

Organizational climate is an important factor in the development of personality of students. In support of this, Anju and Amandeep (2021) asserted that the organizational climate give healthy satisfaction to the children and has a good effect on the development of a child. It is the climate which can be found conducive for teachers to teach and for students to learn. Thus organizational climate projects the nature of the teaching-learning situation that is believed to prevail in a school. In line with this, Thahir *et al.* (2022) argued that good organisational climate helps to build good norm and culture that promote organisational performance. The atmosphere in which a school conducts is called the organizational climate.

Organizational climate refers to a set of attributes specific of a particular organization that may be deduced from the way the organization deals with its members and its environment. Ezinne and Ughamadu (2021) defined school climate as the set of characteristics that describe the school as an organization and that distinguishes the school from other organizations and influences the behaviour of people in the organization. Akinnola and Oredein (2021) opined that school climate relates to the general feel/feeling or tone, (we feeling) or perception of the members (teachers / non-teachers and students) of the school indicated by the total environment, including especially the way principals and teachers relate to one another in performing the job of schools.

Some schools according to Okeke (2019) have a cold, unfriendly, or even antagonistic climate, while others are warm and friendly. Continuing, Okeke indicated that some are productive; others are disorganized, disoriented and inefficient. School organizational climate has also been described as the personality of schools, just as individuals have personalities, so too, do schools (Sinha, 2019). It is this personality of the school that Odebode (2019), described as the organizational climate of the school; that is, personality is to the individual what organizational climate is to the organization. This implies that schools and colleges can be identified with specific climate that describes the interaction and influence patterns among members in that school.

Organizational climate is a unique characteristic or feature of school system which influence their operation. Johnny and Pradeep (2020) stressed that organizational climate is

of great significance for utilization of human relations and resources at all levels as it has a major influence on motivation, productivity and job satisfaction. Several authors and researchers have presented similar components of organizational climate namely; open, close, autonomous, controlled and paternal climates (Olibie *et al.*, 2015; Njoku & Modebelu, 2019; Odoh, 2021). The interest of this study is on four dimensions of the organizational climate types namely; open, autonomous, controlled and closed.

An open climate describes the openness and authenticity of interaction that exists among principals, teachers, students and parents. Ayoro and Onyeike (2020) emphatically stressed that an open climate reflects principals and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. Principals according to them show genuine concern for teachers, motivate and encourage staff members, give the staff freedom to carry out their duties in the best way they know, and do not allow routine duties to disrupt teachers' instructional responsibilities. Open climate isenergetic, conducive, congenial and lively which provides satisfaction for group members' needs and attainment of organizational goals. It is characterized by openness, high productivity, low disengagement, good communication machinery, fair play and justice, concrete synergy at all levels, collective work and responsibility and leaderships led by examples (Jumare, 2018). It is the least restrictive and most efficient climate profile. Within an open climate, teachers work together easily and efficiently, promoting a strong sense of team spirit. They are not inundated with continuous tedium, and the group members enjoy friendly relations. Principals demonstrate belief system that facilitates problem solving from the staff. Teachers work in teams to guarantee students' success.

Under autonomous organizational climate, lecturers are given complete freedom to perform their job. Okeke-James *et al.* (2020) said that autonomous climate is a climate that gives members of staff freedom to use their personal abilities to function in the school. Odebode (2019) pointed out that the distinguishing features of autonomous climate are the almost complete freedom that school managers give to members of staff to provide their own structure for interaction. Ibikunle and Afolakemi (2021) pointed out that in an autonomous climate, the work spirit and intimacy among staff are relatively high and there is little disengagement or hindrance, and less production emphasis from school administrators. Autonomous climate provides opportunity for lecturers to use their ideas, initiative and creativity in carrying out their duties.

Autonomous climatedepict an atmosphere where teachers have at their disposal a considerable degree of freedom to act in school. The leader epitomizes the model of enthusiasm and zeal. There are no external threats or influences. Teachers have a strong desire to teach and students are motivated to learn. Under autonomous organizational climate type, Anshu*et al.* (2020) argued that leadership acts emerge primarily from the group and rather frequently from the leader of the school. Workers tend to possess complete freedom to conduct their works and fulfill the social needs as they wish. Spirit and intimacy are extremely high, and there is little disengagement or hindrance (Amie-Ogan & Emekom, 2020). However, the autonomous organizational climate is characterized by lack of control.

In controlled climate, production or achievement of organizational goals is highly emphasized with little attention to consideration and satisfaction of teachers' economic and social needs. The climate of the school tends to be impersonal, highly task-oriented and highly controlled. In this school climate, Njoku and Modebelu (2019) opined that there is little attention to consideration and satisfaction of the teachers' personal and social needs.

Iwuoha and Ohia (2020) stressed that in controlled climate, the human aspect of the individual is neglected and communication is always one-sided. Goals are highly emphasized with little attention to consideration and satisfaction of individuals' personal and social needs. Baafi (2021) noted that the controlled school organisational climate is highly task oriented and gives room for achievement of organizational goals and school managers dominate all school activities.

Controlled climate has profile of impersonal, highly task-oriented, highly controlled and fairly restrictive. It denotes a school setting where hard work and commitment to work are highly emphasized with little attention to consideration and satisfaction of the individuals' personal and social needs. Thus, leadership in this kind of organization concentrates more on goal achievement, neglecting the social needs of staff. Amie-Ogan and Emekom (2020) observed that, within this climate, workers tend to be quite task-oriented and broke tendency with the social needs. They feel an urgency to complete a given assignment, and usually work individually. However, the above enumerated organisational climate types are summarized below:

Climate Dimension	**Open**	**Autonomous**	**Controlled**	**Closed**
Disengagement	Low	Low	Low	High
Hindrance	Low	High	High	High
Espirit	High	High	High	Low
Intimacy	Average	High	Low	Average
Aloofness	Low	High	High	High
Production Emphasis	Low	Low	High	High
Thrust	High	Average	Low	Low
Consideration	High	Average	Average	Low

Source: Aliyu *et al.* (2019)

A conducive school climate helps people feel socially, emotionally and physically safe in schools. It includes students, parents and school norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school. It is worrisome that Nwogbo and Okeke-James (2020) noted that school climate under which teachers are working is not encouraging them to express, support and contribute in achieving the set goals in public secondary schools in Anambra State. Also, Chiedozie (2021) observed that some teachers experience exclusionary, unwelcoming and unsafe school climate which increase aggression, violent behaviours and unhealthy conflicts in public secondary schools in Anambra State. It is against this background that this study investigated organizational climate as a correlate of teachers' job satisfaction in public secondary schools in Anambra State.

Statement of the Problem

Some teachers tend to demonstrate their job dissatisfaction through lateness and absenteeism to school, missing classes at will, poor classroom control, irregular monitoring of students' work and handling their notes to the class representatives to write on the chalkboard in public secondary schools in Anambra State. The teachers appear to be demoralized to work hard and put their efforts in performing their duties probably due to the nature of school climate. It seems there is rigid and hostile school climate in public secondary schools in Anambra State. Some principals tend to create hostile climate where students and teachers may not freely approach them with their academic and professional challenges. Based on the foregoing, this

study investigated organizational climate as a correlate of teachers' job satisfaction in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine organizational climate as a correlate of teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the study sought to:

1. Examine the extent open organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State.
2. Determine the extent autonomous organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State.
3. Find the extent controlled organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State.
4. Ascertain the extent closed organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does open organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?
2. To what extent does autonomous organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?
3. To what extent does controlled organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?
4. To what extent does closed organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?

Hypotheses

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

1. Open organisational climate do not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.
2. Autonomous organisational climate do not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.
3. Controlled organisational climate do not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.
4. Closed organisational climate do not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Methods

The design of the study was correlational research design. The study was carried out in Anambra State, Nigeria. Anambra State is one of the five States in South-East Geo-Political Zone of Nigeria. The choice of Anambra State is borne out of the fact that Anambra is considered educationally an advantaged State and the Government of Anambra State has put in positive efforts in creating conducive climate and improve staff remuneration.

The population of the study comprised 5133 teachers (756 males and 4377 female teachers) in 263 public secondary schools in the six Education Zones in Anambra State. The sample was 513 teachers (that is, 10% of the population) drawn using stratified and simple random sampling technique was used for the study. Stratified sampling technique was used to select eight public secondary schools from each stratum. Thus, 48 public secondary schools

were selected in the strata and this was done by balloting without replacement for good representation. Simple random sampling technique was used to select 62 teachers in Aguata Zone, 123 teachers in Awka Zone, 75 teachers in Nnewi Zone, 83 teachers in Ogidi Zone, 122 teachers in Onitsha Zone and 48 teachers in Otuocha Zone were selected respectively.

Three instruments were used for data collection: Staff Remuneration Questionnaire (SRQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments are structured in four sections namely A, B and C. Section A deals with the personal data of the respondents, while section C and D deals with OCQ and TJSQ. The instrument OCQ contained 40-items spread across four Clusters 'A-D.' Cluster 'A' elicits information on open organisational climate with 10-items; Cluster 'B' elicits information on autonomous organisational climate with 10-items; Cluster 'C' elicits information on controlled organisational climate with 10-items; and Cluster 'D' elicits information on closed organisational climate with 10-items. These items were placed on 5-point scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The range of scores was weighted as 5, 4, 3, 2 and 1 respectively. Teachers' Job Satisfaction Questionnaire (TJSQ) as structured by the researcher measured teachers' job satisfaction in public secondary schools in Anambra State. The instrument TJSQ has 20-items with a 5-point rating scale of Very High Extent (VHE) (5 points), High Extent (HE) (4 points), Moderate Extent (ME) (3 points), Low Extent (LE) (2 points) and Very Low Extent (VLE) (1 point). The instruments were subjected to face and construct validation using three experts, two in Educational Management and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. Construct validation of the instrument was obtained using Principal Component Analysis Method. Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was obtained as 0.891; which is high enough to conduct Principal Component Analysis. Bartlett's Test of Sphericity [χ^2 (32) = 468.574, p<.000], showed strong correlation of the variables and significant enough to conduct the Principal Component Analysis.

The reliability of the instrument was determined by administering copies of the questionnaire to 20 teachers randomly selected from public secondary schools in Enugu State. Enugu State was chosen because the State shares similar characteristics with the area of the study and the State was not part of the study. The responses were analysed, while the reliability coefficient values of 0.82 for open organisational climate; 0.81 for autonomous organisational climate; 0.80 for controlled organisational climate; 0.77 for closed organisational climate with an overall value of 0.80 and 0.83 was obtained for teachers' job satisfaction. The average coefficient of 0.80 for OCQ, 0.82 for SRQ and 0.83 for TJSQ were also obtained and were considered highly reliable and suitable for the study.

The instruments were administered to the respondents by the researcher with the help of two research assistants who were briefed on how to administer and retrieve the instrument from the sampled respondents. Thus, out of 513 copies of the instrument administered, 492(96%) of the instrument were correctly completed and returned, while 21(4%) were either misplaced or not correctly filled. Pearson Product Moment Correlation and multiple regression analysis were used for the study. Pearson Product Moment Correlation was used to answer the research questions and test hypotheses 1 to 8 at 0.05 level of significance. Multiple regression analysis was used to test hypothesis 9 at 0.05 level of significance.For the decision rule, Nworgu's (2015) guidelines were used to describe the magnitude and direction of correction between two variables.

Correlation (r) of +/- .00 to .19 = Very Low Relationship
Correlation (r) of +/- .20 to .39 = Low Relationship
Correlation (r) of +/- .40 to .59 = Moderate Relationship
Correlation (r) of +/- .60 to .79 = High Relationship
Correlation (r) of +/- .80 and Above = Very High Relationship

Where the negative coefficient indicated a negative relationship or correlation between variables, positive coefficient indicated positive relationship or correlation between variables. To ascertain whether the correlation was significant, if probability value (p-value) was equal to or less than .05 level of significance, the null hypothesis was rejected which indicates that the relationship is significant; where it was greater than .05 level of significance, the null hypothesis was not be rejected.

Results

Research Question 1: To what extent does open organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the relationship between open organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Open Climate	492			
		0.748	0.621	High Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed that open organisational climate is positively relatedtoteachers' job satisfaction in public secondary schools in Anambra State with: r = 0.748, r^2 = 0.621 and N = 492. The Pearson 'r' revealed a high positive correlation coefficient value of 0.748 which indicated that there was a high positive relationship existing between open organisational climate and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit increase in the practice of open organisational climate leads to 0.748(75%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at 0.621 showed that the explanatory power of the variable was highly strong. This implies that 62% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in the practice of open organisational climate. Hence, when school operate open climate, it would not only increase teachers' job satisfaction but also improves the administrative effectiveness of public secondary schools in Anambra State.

Research Question 2: To what extent does autonomous organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the relationship between autonomous organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Autonomous Climate	492			
		0.571	0.482	Moderate Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that autonomous organisational climate is positively relatedtoteachers' job satisfaction in public secondary schools in Anambra State with: r = 0.571, r^2 = 0.482 and N = 492. The Pearson 'r' revealed a moderate positive correlation coefficient value of 0.571 which indicated that there was a moderate positive relationship existing between autonomous organisational climate and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit increase in the practice of autonomous organisational climate led to 0.571(57%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at 0.482 showed that the explanatory power of the variable was moderately strong. This implied that 48% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in the practice of autonomous organisational climate. Hence, when autonomous climate prevails in schools, it would not only improve teachers' job satisfaction but also satisfy their social needs.

Research Question 3: To what extent does controlled organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 3: Summary of Pearson Product Moment Correlation on the relationship between controlled organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Controlled Climate	492			
		0.512	0.415	Moderate Positive Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 3 showed that controlled organisational climate is positively related to teachers' job satisfaction in public secondary schools in Anambra State with: r = 0.512, r^2 = 0.415 and N = 492. The Pearson 'r' revealed a high positive correlation coefficient value of 0.512 which indicated that there was a moderate positive relationship existing between controlled organisational climate and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit increase in the practice of controlled organisational climate led to 0.512(51%) increase in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at 0.415 showed that the explanatory power of the variable was moderately strong. This implied that 42% of the variations in teachers' job satisfaction in public secondary schools in Anambra State were accounted for by the variations in the practice of controlled organisational climate. Hence, when controlled climate is being practiced in schools, teachers' job satisfactionand task accomplishment tends to improve.

Research Question 4: To what extent does closed organisational climate relate to teachers' job satisfaction in public secondary schools in Anambra State?

Table 4: Summary of Pearson Product Moment Correlation on the relationship between closed organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Closed Climate	492	-0.477	0.403	Moderate Negative Relationship
Teachers' Job Satisfaction	492			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 4 showed that closed organisational climate is negatively relatedtoteachers' job satisfaction in public secondary schools in Anambra State with: r = -0.477, r^2 = 0.403 and N = 492. The Pearson 'r' revealed a moderate negative correlation coefficient value of -0.477 which indicated that there was a moderate negative relationship existing between closed organisational climate and teachers' job satisfaction in public secondary schools in Anambra State. This implied that a unit increase in the practice of closed organisational climate led to 0.477(48%) decrease in teachers' job satisfaction in public secondary schools in Anambra State. The coefficient of determination (r^2) which was valued at 0.403 showed that the explanatory power of the variable was moderately strong. This implies that 40% of the variations in teachers' job dissatisfaction in public secondary schools in Anambra State were accounted for by the variations in the practice of closed organisational climate. Hence, when schools operate closed climate, it would not only deterioirateteachers' job satisfaction but also contributes tothe administrative ineffectiveness in public secondary schools in Anambra State.

H_{01}: Open organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 5: Summary of Pearson Product Moment Correlation on the significant correlation between open organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Open Climate	492	0.748	0.621	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 5 showed the significant relationship between open organisational climate and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that open organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that open organisational climate significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

H_{02}: Autonomous organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 6: Summary of Pearson Product Moment Correlation on the significant correlation between autonomous organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Autonomous Climate	492				
		0.571	0.482	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 6 showed the significant relationship between autonomous organisational climate and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that autonomous organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that autonomous organisational climate significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

H_{03}: Controlled organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 7: Summary of Pearson Product Moment Correlation on the significant correlation between controlled organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Controlled Climate	492				
		0.512	0.416	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 7 showed the significant relationship between controlled organisational climate and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that controlled organizational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that controlled organisational climate significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

H_{04}: Closed organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Table 8: Summary of Pearson Product Moment Correlation on the significant correlation between closed organisational climate and teachers' job satisfaction in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Closed Climate	492				
		-0.477	0.403	0.000	Significant
Teachers' Job Satisfaction	492				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient in Table 8 showed the significant relationship between closed organisational climate and teachers' job satisfaction in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that closed organisational climate does not significantly relate to teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that closed organisational climate significantly relate to teachers' job satisfaction in public secondary schools in Anambra State.

Discussion of Findings

The findings on the extent open organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State revealed that open organizational climate is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a high extent. The study also showed that open organisational climate is significantly related to teachers' job satisfaction in public secondary schools in Anambra State. This is as a result of the respondents accepting the fact that teachers are free to express their opinions on matters concerning the school, voice complaints, talk freely among themselves about important policy decisions,convey information to superiors without hesitation andopen up to principals to share unpleasant information necessary for school improvement. Principals work collaboratively with teachers to ensure successful implementation of communicated intentions; teachers provide facility leadership behaviours that is free of bureaucratic trivia; and teachers know they are valued participants when their suggestions are implemented. The findings was in line with that of Odoh (2021) who revealed that open school climate enriched with intelligent teachers, favourable learning atmosphere, an excellent teacher- student relationship, good school-parent relationship and facilitates learning development result in improved teachers' job performance and academic achievement of students in schools. The finding is also in line with the findings of Ayoro and Onyeike (2020) and Akinnola and Oredein (2021). Their studies indicated a positive and significant relationship between open school climate and teachers' job performance in schools. The similarities observed from the various studies including the present study could be attributed to the greatest benefits to be reaped from open education which appear to be in the affective domain. Open climate depicts a situation which is relatively opened. Here, employees' organizational climate is healthy as they are not hindered in their work, either by the management or the school principal. They perceive their principals as highly considerate and democratic in behaviour and hence the group members as well as the principal feel all 'of a piece'. So the group enjoys a high degree of integration and authenticity of behaviour. They work together without complaints or infighting. They are intimate and friendly with one another. Teachers are not overloaded and are motivated enough to overcome difficulties and frustration. They have job satisfactionand areproud to be related to the school.

Findings on the extent autonomous organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State showed that autonomous organizational climate is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. The study also showed that autonomous organisational climate is significantly related to teachers' job satisfaction in public secondary schools in Anambra State. This supported the finding of Odebode (2019) which showed that there was a moderate positive relationship existing between autonomous climate and teachers' job performance. The possible reason for this finding is that autonomous climate provides opportunity for teachers to use their ideas, initiative and creativity in carrying out their duties. Principals that create autonomous organizational climate give teachers the freedom to perform their duties. Consequently, teachers who are free to decide how best to go about their responsibilities are more creative, dedicated, loyal and productive in discharging their job and this to a moderate extent improve teachers' job satisfaction in schools. This supported the finding of Ibikunle and Afolakemi (2021) which showed that there was a moderate positive relationship existing between autonomous climate and teachers' job performance. The positive and significant relationship of autonomous organisational climate with teachers' job satisfaction was as a result of the fact that there is a close relationship between the teachers; there are no external threats to the schools; teachers have a strong desire to teach; students are motivated to learn; teachers have at their disposal a considerable degree of freedom to act in school; principals cooperate with teachers; morale of the teachers is high; there is a set guidelines for students; principal is considerate in the school activities; and teachers' freedom to use their personal abilities to function in the school. The finding is in agreement with the findings of Anshu et al. (2020) which revealed that there is a significant relationship between autonomous climate and teachers' job performance. The agreement in the findings is not surprising as a result of the fact that the autonomous organizational climate allows teachers to set their own schedules and use their initiatives to perform their jobs.

Findings on the extent controlled organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State indicated that controlled organisational climate is positively related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. This is in disagreement with the finding of Iwuoha and Ohia (2020) which showed that there was a low positive relationship existing between controlled climate and teachers' job performance. This finding is not surprising due to the fact that human needs are neglected in controlled organizational climate. There is high attention to consideration and satisfaction of teachers' personal, social and emotional needs in controlled climate. This demoralizes teachers; create apathy for the job and high level of engagement. In controlled, principals lay excessive emphasis on existing procedures of performing duties that minimize innovation and creativity which adversely affect teachers' job satisfaction. Njoku and Modebelu (2019) disclosed that controlled climate manifests lesser degree of openness than both open and autonomous climate types. The climate is marked by emphasis on achievement at the expense of satisfaction of social needs. All work hard and there is hardly any time for friendly relations with others or for deviation from established controls and directives. Ukpong and Okon (2020) showed that employees are expected to get work done and they expect to be told personally just how to do it. There are a few genuine, warm relations among employees but social isolation is common. The study also showed that controlled organisational climate is significantly related to teachers' job satisfaction in public secondary schools in Anambra State. This is in support of the finding of Amechinna and Ezeh (2019) who reported that there was a significant relationship between

controlled climate and teachers' job performance. The agreement in the findings could be attributed to the fact that the two studies were conducted in the same country.

Findings on the extent closed organisational climate relates to teachers' job satisfaction in public secondary schools in Anambra State revealed that closed organisational climate is negatively related to teachers' job satisfaction in public secondary schools in Anambra State to a moderate extent. The study also showed that closed organisational climate is significantly related to teachers' job satisfaction in public secondary schools in Anambra State.The findings are as a result of principals operating closed climate in the school whereby principals are ineffective in directing the activities of teachers, principals are not inclined to look out for personal welfare of teachers, arbitrary rules are set, principals do not motivate teachers by setting good personal examples, teachers are not valued, principals are unconcerned, **c**reative dissent is not welcomed, there is high rate of conflict occurrence, principals are strict in behaviour, teachersare not well-informed through formal channels,there is lack of feedback, teachers are disrespectful, teachers do not care about the school success and the closed climate practices lack teachers' authenticity of behaviour. The study findings are in agreement with Dike and Eric (2019) who opined that when a school climate is closed, or is not conducive for undertaking a major change effort, it is likely that the school improvement process which may be in the form of innovation is aborted. It also agreed with Nwogbo et al. (2021) who found out that a negative or closed school climate can prevent optimal learning and development. If school climate is dysfunctional or negative regarding the change(s), climate must be improved before it is likely that the implementation will be successful. This is also in agreement with the findings of Akachukwu (2017) that the development of a new knowledge, skills and dispositions is a fruitless, thankless role in a school with a closed climate.

Conclusion

Based on the outcome of this study, it becomes evident that organizational climate and staff remuneration are important forces for improving teachers' job satisfaction in public secondary schools in Anambra State. Organizational climate and staff remuneration is extremely important in public secondary schools due to the fact that performance of secondary education relates directly to the quality of prevailing climate and staff remuneration programmes available. Good organizational climate and appropriate staff remuneration build trust, respect, good interpersonal relations, improve commitment and boost morale of teachers in schools. The study therefore concluded that creating a good organisational climate and appropriate staff remunerationis of necessity because their serious components have shown to be a good determinant of teachers' job satisfaction in public secondary schools in Anambra State.

Recommendations

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

1. Since organizational climate is positively and significantly related to teachers' job satisfaction, the principals should introduce these school climates in the school setting in order to keep sustaining teachers' job satisfaction in public secondary schools in Anambra State.
2. A combination of open, autonomous and controlled organisational climate should be sustained in various schools in order to improve teachers' job satisfaction in public secondary schools in the State.

3. Management of public secondary schools should develop a handbook on organizational climate approaches to minimize excessive control of teachers in order to stimulate their job performance.
4. School principals should avoid closed school climate in the school setting so that administrative effectiveness can thrive in their schools for teachers' job satisfaction to be improved.
5. Principals should create an atmosphere that is supportive, comfortable, friendly, productive and relaxed, so as to motivate teachers' greater participation in school administration and achieving educational goals.

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