



School Climate and Organisational Commitment among Secondary School Teachers for Sustainable Development in Oyo State, Nigeria

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ABSTRACT

This study investigated the relationship between school climate and organisational commitment among public secondary schools in Oyo State, Nigeria. A descriptive research design survey type was adopted in this study. Two research questions were posed and one hypothesis was formulated for the study. The population consisted of 604 principals and 14,508 teachers from secondary schools in Oyo State, Nigeria. The Multistage sampling procedure uses the Simple Random Sampling technique to select 2,960 teachers. One structured questionnaire, (SCOCQ) was validated as having a Cronbach's Alpha reliability value of 0.87. The descriptive statistics of mean and percentages were used to analyse the demographic variables and research questions while Pearson Product Moment Correlation was used for the hypothesis. The result revealed the status of organisational commitment and school climate is moderate (weighted mean = 2.82 and 2.80), and Affective is the highest ($X = 3.35$). Also, the study revealed that there is a significant relationship between school climate and organizational commitment to education sustainable development in Nigeria. Based on the findings, the study concludes that school climate influences teachers' organisational commitment. However, based on the findings, recommendations were made to improve and make the school climate conducive to teaching-learning.

Keywords: Organisational commitment, school climate, Sustainable Development.

INTRODUCTION

Employees' emotional attachment to the workplace is referred to as organisational commitment. It is an explicit action or behaviour that reflects the degree to which employees are committed to the fulfilment of the workplace's goals and objectives. Igbal, Tufal, & Lodhi (2015) posited that organisational commitment is a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation. School is an educational organisation and teachers are one of the employees in a school. Teachers are employed to help learners in a classroom situation to achieve set educational goals. Teachers are the most important components of any educational system. They play the

most crucial role in the development of the education system as a whole and in imparting and maintaining the standards of higher education (Nagoba & Mantri, 2015). Ayeni (2017) opined that in a school, teachers carry out responsibilities such as planning lesson notes, delivering lessons, utilising, and improvising instructional materials, keeping records and disciplining students, monitoring, evaluating and providing regular feedback on students' academic performance. However, when teachers are not committed to the school organisation, the possibility of effectively performing the responsibilities to the school might be nil.

According to Peretomode and Bello (2018), the organisational commitment of teachers is the relative strength of teachers' identification with and involvement in a school that is characterised by three factors: a strong belief in and acceptance of the school's organisation's goals and values; a willingness to exert considerable effort on behalf of the school and a strong desire to maintain membership in the school. Feeling this way, teachers believe that any danger to the school may impact teachers' job performance as well. Attainment of quality education in today's global world and achieving sustainable development demands a higher level of commitment in teaching. Organisational commitment among teachers is thus needed if there would be an achievement of educational goals and objectives as this may be impossible without committed teachers (Peretomode & Bello, 2018).

Sustainable development refers to the continuous improvement in the living standard of citizens and the structural transformation changes in the productive and distributive input and output systems of the economy (Ojobo, 2015). Mohammed (2013) sees sustainable development as the ability to preserve the existing resources of the state for the collective use of citizens while conscious efforts are made to conserve the resources for the future generation. Education plays a vital role in economic development and sustainable development is, therefore, likely to manifest in a country where education is seen as an instrument par excellence to improve the lives of the citizen. Education catalyses sustainable development, in any society, therefore, school climate is a vital factor without which any nation cannot experience sustainable development for the benefit of the citizens.

In secondary schools, teachers' organisational commitment is a critical aspect in determining the success of educational reforms and effectiveness because only committed teachers would be willing to contribute extra effort to achieving school vision and goals and also highly perform their duties as if the school belongs to them. In a school system, the achievement of educational goals and objectives may be impossible without committed teachers who are the main facilitators of teaching and learning. Teaching as a life-building profession requires individuals who will go beyond official expectations to help the school and students to achieve the set goals. The multidimensional functions of teachers as facilitators, role models, mentors, fathers, and mothers cannot be effectively carried out without a high level of passion, love, sacrifice, and attachment to students, schools, and teaching as a profession (Akinwale & Okotoni, 2019). Teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved wholeheartedly without strict supervision.

Akinwale and Okotoni (2019) posited that the organisational commitment of teachers can be conceptualised as a three-dimensional domain, with each dimension describing a core aspect of organisational commitment. They include affective, normative, and continuance

organisational commitment. In another piece of literature, the authors noted that affective commitment is teachers' affective attachment to the profession or occupation, which is associated with personal identification and satisfaction as a teacher (McLerney, Ganotice, King, Morin & Marsh, 2015). Affective commitment is also seen as the teacher's emotional connection with the school. Teachers who are committed on an emotional level to staying with the organisation are doing so because their working relationships and values are consistent with the school's values, mission, and ethics (Singh & Gupta, 2015). Furthermore, affective commitment refers to teachers' willingness to stay within an organisation because of the belief that their role and job goals are clearly defined and receive management support Al-Jabari & Ghazzawi (2019). Teachers in schools who are affectively committed to their schools may show their commitment because of extrinsic factors such as good working relationships, good working environment, fairness in the workplace, organisational policies and administration, supervision, and the rest Chordiya, Sabharwal & Goodman (2017). However, being a teacher and lecturer, it has been observed in Oyo State that some teachers seem no longer identified and involved with school activities, rather business has taken their attention from their primary assignment. This has somehow increased absenteeism, turnover, support to school administrative heads, and excitement to deliver instructions amongst teachers which often results in classroom ineffectiveness.

Normative commitment derives from a perceived obligation to maintain membership, which is grounded in a sense of morality. In this context, the teacher thinks that they ought to remain with a particular school organisation because they believe it is morally right to do so (Alsiewi, 2016a). It, however, seems that some teachers especially those in Oyo state are not normatively committed, and thus, they feel a very low obligation to stay regardless of the investment the school may have made in them. They seem to be morally disconnected from their school. They come to school late, miss their lesson periods, and give students their work to do.

Continuance organisational commitment refers to the benefits of remaining within the organisation because of the fewer work opportunities that exist outside the organisation and the perceived costs of leaving the current organisation would be higher (Singh & Gupta, 2015). Teachers with continuance commitment may consider costs such as economic costs (such as pension accruals, gratuity, the present salary, or the fear of getting another job if they leave the teaching job), social costs (friendship ties with co-workers, prestige/recognition associated with the work) (Akinwale & Okotoni, 2019). It is also being observed that teachers are underestimating the associated costs of leaving the school and some of the school teachers remain in the teaching profession not out of commitment but because of a lack of job opportunities in other sectors.

In recent times, teachers' organisational commitment to schools has been an issue of discussion the reason that the expected results from education or schools are not effectively produced. Most teachers especially in secondary schools have been portrayed to generally have poor attitudes and commitment to work. They provide erratic and increasingly ineffective services to the school organisation. These erratic and ineffective services provided by teachers who are partially or not committed to their duty lead to the downward trend in students' academic performance in both internal and external examination which negatively disrupts the realisation of educational goals, objectives and sustainable development in Nigeria (Al-Jabari & Ghazzawi, 2019). Teachers are expected to be committed to teaching in terms of punctuality to

class, writing adequate lesson notes, proper usage of instructional materials, adequate methodology, and maintaining classroom control in the course of teaching in the classroom but this seems not to be the case, as most of them appear not to be committed to the school organisation. This low commitment among teachers in the school organisation has raised several questions from management experts and researchers. Mukti and George (2018) have attributed the decline in teachers' organisational commitment to personal variables such as age, gender, experience, and educational background. Others stated motivational factors, leadership, and job satisfaction (Cilek, 2019). However, though the variables are possibilities but may not fully explain the problems inherent in teachers' organisational commitment. Another probable factor is school climate.

School climate is the quality of the school surrounding or the school environment that is familiarised by the members of the school. It may be described as an aggregate measure of a school's characteristics, such as relationships between parents, teachers, and administrators, as well as the physical facilities on the ground. These characteristics differentiate one school from another and affect the behaviour of the members of the school. School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organisational structures. Aspects of school climate have been identified to include: trust, respect, mutual obligation, and concern for others' welfare which usually have powerful effects on educators' and learners' interpersonal relationships as well as learners' academic achievement and overall school progress Cohen & Thapa (2017). School climate may also be viewed as a school social environment in respect of safety within the school; the relationship among teachers, teacher-students relationship, teachers–principal relationship, and basic infrastructures in the school. This means that School climate plays an important role in influencing the behaviour, learning, productivity, effectiveness, and achievement of the community in the school (Emu & Nwannunu, 2018).

There are different dimensions of school climate. They include safety, academic climate, relationships, and school environment (physical facilities). This study will however focus on safety, principal-teacher relationship, and basic school infrastructures. In literature, it was noted that safety refers to physical safety (for example, reduced violence and aggression), social and emotional safety (for instance, lack of instances of bullying or cyberbullying), and the fairness and consistency of school rules. All humans need to feel safe socially, mentally, and physically. Some teachers are not necessarily exposed to physical violence, social, emotional, and intellectual violence but risky situations which can likewise negatively affect their level of teaching-learning capacity. Teachers in unsafe school situations will probably be harmed, be involved in gang battles as well as encounter enthusiastic anxiety (Côté-Lussier & Fitzpatrick, 2016). A positive school climate, therefore, means feeling physically and emotionally safe and having clear and consistent rules to maintain order and discipline (Huang, Lee, McFadden, Murphy, Robertson, Cheung & Zohar, 2016). Omodan, kolawole and Fakunle (2016) stated that physical safety for teachers is the degree to which violence, aggression, and physical bullying are absent. It also refers to the strategies used to eliminate violence (for example, security guards and metal detectors) to protect teachers in secondary schools. Emotionally safe refers to feeling sufficiently comfortable with teachers' internal feelings, thoughts, and impulses. Feeling emotionally safe supports teachers to reach their academic potential and goals. It includes available school-based mental health services, an absence of verbal bullying, and positive attitudes about individual differences. However, it has also been observed by the

researcher that some secondary Schools in Oyo state seem to have dilapidated classrooms which may make the school environment not to be safe for both the students and teachers.

Principal-teacher relationship which is another dimension of school climate refers to the quality and consistency of relationships between teachers and principals. It has to do with how much teachers and school heads support, trust, respect, and care for each other. It also includes connectedness in the school (Omodan, Kolawole & Fakunle, 2016). Connectedness refers to teachers' perceptions that school heads in the school care about Students learning, development and about teachers as individuals. It also refers to teachers feeling of attachment and belonging toward the school. Feeling accepted and included by the other members of the school will contribute to a positive school climate (Lampinen, Suutala & Konu, 2017). Connectedness is measured in terms of how much/often teachers feel close to the principal and other individuals at school are happy to be at school, feel a part of the school, feel that school heads treat them fairly, and feel safe at school (Omodan et al., 2016). In a relationship, there is respect for diversity. Respect for diversity refers to treating teachers of any ethnicity, gender, sexual orientation, or religious affiliation equally. It also means cultivating awareness and appreciation for other cultures in school, shared decision-making; common planning opportunities, and diversity

Basic school infrastructures refer to the availability of resources, physical facilities, and the quality of the physical environment, such as the adequacy of technology, laboratories, types of equipment and instructional materials (including textbooks), cleanliness, lighting and temperature, sound control, building maintenance and quality, and class size that could influence the effectiveness of teaching and learn in a school (Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn & Greenfield, 2018; Mayowa-Adebara & Aina, 2016). Basic school infrastructures include the adequacy of the school facilities, the maintenance and infrastructure of the building, and the accessibility and allocation of educational resources. Adequacy of physical facility refers to the availability of resource materials that all affect teaching and learning in school (Lowell & Rey, 2017).

In conclusion, the teaching profession, on daily basis, becomes more demanding and dynamic reflecting the contemporary expectations of all the stakeholders in education such as the students, parents, colleagues, community, and government. Teacher commitment is a crucial factor if education is to continue to be the common yardstick to determine individuals' sources of human capital development and to achieve sustainable development Hence, the present study tries to find out the organisational commitment among teachers as influenced by school climate in secondary schools in Oyo State, Nigeria.

STATEMENT OF THE PROBLEM

It has been espoused that the most important component of the educational system for sustainable development is the teacher. As observed in the southwest region of Nigeria especially in Oyo State, there seem to be teachers who are non-participative in school activities. They sell goods and other products in the school and oftentimes send their students to collect payments for the sold goods or other errands. Teaching somehow becomes secondary or sideline. Hence, one may begin to ask questions about 'why the organizational commitment of teachers could be questionable?'. This issue could be due to so many reasons, like, school climate, family issues, the conflict between school administrators and teachers and among

teachers themselves often not resolved. However, a thorough search of literature confirms that little work has been done on school climate on the organisational commitment of teachers. Also, many research studies have been done on the organisational commitment which have not categorized the different levels of commitment as it is in organisational commitment which this study will investigate. To this end, this study investigated the extent to which school climate can relate to organisational commitment among public junior secondary school teachers in Oyo state, Nigeria. In this regard, the objectives of the study are to:

1. identify the organisational commitment domains that teachers can be categorised in public secondary schools in Oyo State, Nigeria;
2. identify the conditional status of school climate in public junior secondary schools in Oyo State, Nigeria;
3. examine the relationship between the school climate (safety, principal-teacher relationship, and basic school infrastructures) and organizational commitment (affective, normative and continuance).

Research Questions

- i. What is the organisational commitment domain that teachers can be categorised in public secondary schools in Oyo State, Nigeria?
- ii. What is the school climate conditional status in public secondary schools in Oyo State, Nigeria?

Hypothesis

Ho1: There will be no significant relationship between the school climate (safety, principal-teacher relationship, and basic school infrastructures) and organizational commitment (affective, normative and continuance) in public secondary schools in Oyo State, Nigeria.

METHODOLOGY

A descriptive survey research design was adopted in the study. The descriptive research design survey type was used. This data aims to know the extent to which different conditions can be obtained among these subjects. This design is also considered useful for the study because it provides a strategy for obtaining and describing existing conditions in the study without any manipulation of the variables by the researcher. The population of this study consisted of all teachers in the public secondary schools in Oyo state. The total number of public secondary schools in Oyo State as of the year 2021 is 604. These schools are distributed across the three (3) existing senatorial districts and the thirty-three local government areas in Oyo state. Multistage sampling procedures were used to select the sample size of 316 public secondary schools, 2,960 public secondary school teachers and 316 public secondary school principals. A single structured Questionnaire was designed by the researcher titled "School Climate and Organisational Commitment Questionnaire (SCOCQ)" was used to obtain the needed data for the research. The questionnaire (SCOCQ)" is divided into three (3) sections (A, B, and C) and consists of structured items. It was responded to by the teachers. Section A consists of 5 items eliciting information on relevant demographic characteristics of each respondent. It includes teachers' gender, age, the highest level of education, years of experience, and a number of transfers while Section B consists of 9 structured items measuring the status of organisational commitment of teachers in three dimensions which are: affective, continuance and normative organisational commitments. Three items each for the three dimensions of organisational commitment. The rating technique is based on the following: Always (4), Often (3), Sometimes

(2) and Not at all (1), and Section C consists of 19 structured items measuring the conditional status of school climate in the schools. The condition of school climate was assessed using three measures which are: safety, principal-teacher relationships and basic school infrastructures). Six items were structured for school safety, basic infrastructures, and principal-teacher relationships measures of school climate respectively. The rating technique is as follows: Always (4), Often (3), Sometimes (2) and Not at all (1). However, the last measure of school climate which is basic school infrastructures consist of seven structured items and the rating scale is as follows: Very Good Condition (VGC) = 4, Good Condition (GC) =3, Fairly Good Condition (FGC) =2, Not Good Condition (NGC) =1.

Questionnaire Return/Response Rates/Data Analysis

Teachers were given two thousand nine hundred and sixty (2,960) copies of the structured questionnaire to fill out. Participants' consent was obtained by explaining the significance of the study and asking for their willingness to participate, and each participant was given a pen as an incentive to fill out the instrument; thus, thirty-eight (38) packets of the pen were distributed to respondents, and the instrument was retrieved immediately to avoid a high level of non-respondent. 2,795 (94%) copies of the questionnaire for teachers were retrieved. Sixteen per cent of the questionnaire was not retrieved, and some were not properly filled. The descriptive statistics of mean and percentages were used to analyse the demographic variables and research questions while Pearson Product Moment Correlation was used for the hypothesis.

Ethical Consideration

Ethical guideline relating to data collection, analysis and interpretation of research as specified by Lead City University was followed.

RESULTS

Research Question One: What is the organisational commitment domain that teachers can be categorised in public secondary schools in Oyo State, Nigeria?

Table 1: Descriptive Analysis Showing the Affective Organisational Commitment Domain among public secondary school teachers in Oyo State

A	Affective	Always(A)		Often(O)		Sometimes(S)		Not at (NAA)	all		
.	Items (I)	Freq	Per (%)	Freq	Per (%)	Fre q	Per (%)	Freq	Per (%)	Mea n	SD
1	Associate with the school.	2118.0	75.8	474.0	17.0	173.0	6.2	30.0	1.1	3.67	0.64
2	Emotionally attached to the school	1047.0	37.5	1014.0	36.3	577.0	20.6	157.0	5.6	3.06	0.90
3	Agree with all the goals and values of the school	1503.0	53.8	748.0	26.8	445.0	15.9	99.0	3.5	3.31	0.86
Weighted Mean										3.35	

Source: Field Survey 2021

Decision Rule: Weighted mean < 2.50 means Low: 2.50 to 2.99 means Moderate: > 3.00 means High

Table 1 reveals that the level of affective organisational commitment among secondary school teachers in Oyo State is high with a weighted mean of (3.35%). The table revealed that teachers associate with the school, having the highest percentage of (75.8%). This means that secondary teachers in Oyo State are attached to their profession which is associated with personal identification and satisfaction as a teacher. Also, teachers in secondary school agree with all the goals and the value of the school with a percentage of (53.8. 8%). This implies that secondary teachers in Oyo State are consistent with the schools' values and goals. Also, it is revealed that secondary school teachers are emotionally attached to the school with the lowest value of (37.5%). Since the calculated mean from table 4.3 for the three items presented a weighted mean of (3.35). This implies that affective organisational commitment among secondary school teachers in Oyo state is high. Hence, more secondary school teachers fall in the domain of affective organisational commitment.

Table 4.4: Descriptive Analysis Showing the Normative Organisational Commitment Domain among Public Secondary School Teachers in Oyo State

B.	Normative	Always(A)		Often(O)		Sometimes(S)		Not at all(NAA)		Mean	SD
S/N	Items	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)		
1	Remain in the school because it is morally right to do so	1064.0	38.1	735.0	26.3	498.0	17.8	498.0	17.8	2.85	1.12
2	Performs my duties out of a sense of obligation	658.0	23.5	544.0	19.5	590.0	21.1	1003.0	35.9	2.31	1.18
3	Finish my job first despite having other commitments,	615.0	22.0	387.0	13.8	466.0	16.7	1327.0	47.5	2.10	1.22
Weighted Mean										2.42	

Source: Field Survey 2021

Table 4.4 reveals that the level of normative organisational commitment among public secondary school teachers in Oyo State is low with a weighted mean of (2.42) which is measured with three items. The table reveals that teachers remain in the school because it is morally right to do so with the highest percentage of (38.1%) This demonstrates that some Oyo State secondary school teachers are morally connected to the school. Teachers in Oyo State perform their duties out of a sense of obligation as evidenced by the percentage of (23.5 %) which indicates they carry out their primary assignment but are morally disconnected from the school. Teachers who finished their job first despite having others commitments yield a least percentage of (22.0%). The mean of the three items revealed weighted mean = 2.42 which implies that normative organisational commitment among secondary school teachers in Oyo State is low.

Table 4.5: Descriptive Analysis Showing the Continuance Organisational Commitment Domain among Public Junior Secondary School Teachers in Oyo State

C. S/ N	Continuance Items	Always(A)		Often(O)		Sometimes(S)		Not at all(NAA)		Mean	SD
		Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)		
1	Remain in the school based on what the school offers	1402.0	50.2	636.0	22.8	337.0	12.1	420.0	15.0	3.08	1.10
2	Stay in the school because of my needs	1454.0	52.0	673.0	24.1	257.0	9.2	411.0	14.7	3.13	1.09
3	Work as a teacher because there are no better opportunities outside	1903.0	68.1	568.0	20.3	234.0	8.4	90.0	3.2	3.53	0.78
Weighted Mean										3.25	

Source: Field Survey 2021

Table 4.5 reveals the continuance organisational commitment among public secondary school teachers in Oyo State is high. The result shows that teachers in Oyo State Secondary School work as a teacher because there are no better opportunities outside with the highest percentage of (68.1%) with ($\bar{x} = 3.53$). This implies that secondary school teachers in Oyo state remain in the profession not out of commitment but because of lack of job opportunities out of the sector. Also, the teacher stays in the school because of needs with a percentage of (52.0%) with ($\bar{x} = 3.13$) which indicates that are teachers carry out their primary assignment in order to satisfy their needs and standard of living. The least percentage was (50.2 %) with ($\bar{x} = 3.08$) which reveal teachers in public junior secondary schools remain in the school because of what the school offers for example benefit of pension, scholarship, gratuity, among others. which make them to stay out of commitment. With a weighted mean of ($\bar{x} = 3.35$) the level of continuance organisational commitment among public junior secondary school teachers in Oyo State is high.

Public Junior secondary school in Oyo state is moderate, and majority of them can be categorised under affective organisational commitment domain although continuance organisational commitment domain is high. This is explained in the diagram below:

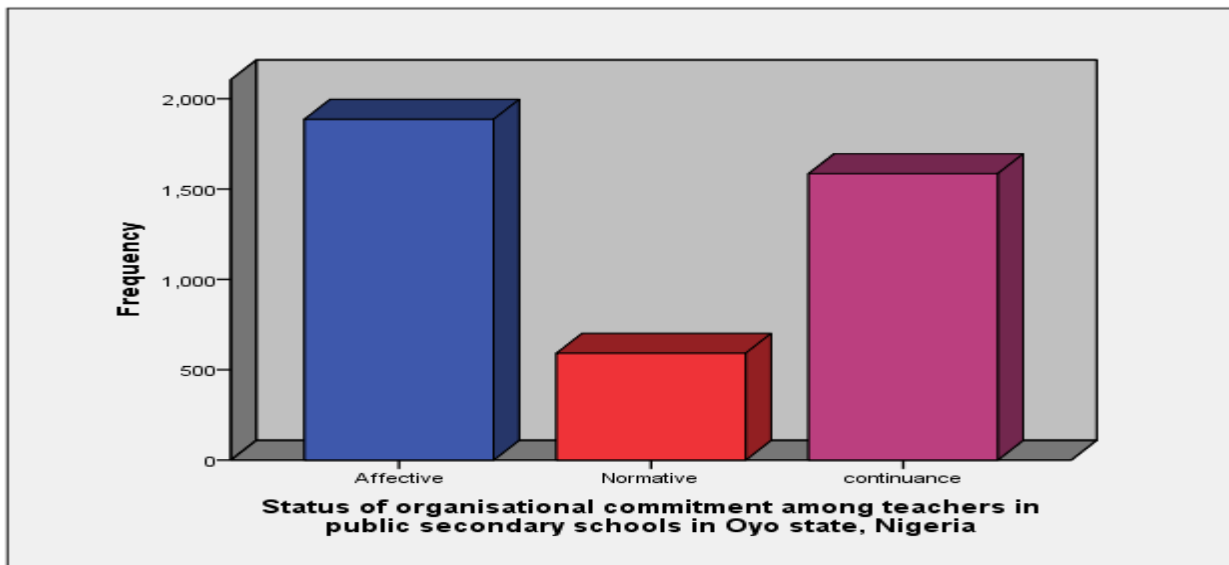


Figure: 1: Bar Chart Showing the Status of Organisational Commitment Among Public Secondary School Teachers in Oyo State.

Source: Field Survey 2021

Based on the findings shown in tables 1,2 and 3 as well as in figure 1 it can be concluded that public secondary school teachers in Oyo state have a high level of affective and continuance organisational commitment while normative organisational commitment is low. This means that the majority of teachers in Oyo State's public junior secondary schools are attached to the profession because of personal identification and regular payment of salary by the state government and they considered the benefits of remaining in the organisation because of the fewer job opportunities that exist outside the organisation. This justifies the moderate status of organisational commitment among the teachers.

Research Question Two: What is the school climate conditional status in public secondary schools in Oyo State, Nigeria?

Table 4: Descriptive Analysis Showing the Conditional Status of School Safety in Public Secondary Schools in Oyo State, Nigeria

A. Safety

S/N	Items	Always(A)		Often(O)		Sometimes(S)		Not at all (NAA)	
		Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)
1	I feel safe when entering or leaving the school	1838.0	65.8	564.0	20.2	266.0	9.5	127.0	4.5
2	I worry about being a victim of crime because of the school I work in	558.0	20.0	440.0	15.7	756.0	27.0	1041.0	37.2
3	Violence or threat of violence makes me feel less eager to challenge or discipline students	479.0	17.1	474.0	17.0	930.0	33.3	912.0	32.6
4	My emotions and feelings are respected in my school	1130.0	40.4	703.0	25.2	754.0	27.0	208.0	7.4
5	Vandalism of school property is a problem at my school	625.0	22.4	538.0	19.2	867.0	31.0	765.0	27.4
6	There are often broken windows, doors, or desks in this school	834.0	29.8	638.0	22.8	911.0	32.6	412.0	14.7
Weighted Mean							2.65		

Source: Field Survey 2021

Decision Rule: Less than 2.49 is low, between 2.50 and 2.99 is moderate, 3.00 and above is high

Table 4 reveals that the conditional status of school safety in public secondary schools in Oyo state is moderate. The result reveals the teacher feels safe when entering and leaving the school with the highest percentage of (65.8%) with ($\bar{x} = 3.47$). This indicates that the majority of schools in Oyo State public secondary school are safe for teachers to carry out their duties. Also, the result reveals that teacher's emotions and feelings are respected in the school with a percentage of (40.4%) with ($\bar{x} = 2.99$) this shows teachers are morally, mentally, and socially safe in the school. Also, there are often broken windows, doors, or desks in the school (29.8%) with ($\bar{x} = 2.68$) while teachers worry about being a victim of crime and violence or threat of violence makes them feel eager to challenge or discipline students have the least percentages of (20.0%, 17.9%) with ($\bar{x} = 2.18, 2.19$) respectively. Since the weighted mean of 2.65 is greater than the mean of 2.50 the conditional status of school safety in Oyo State public secondary school is moderate.

Table 5: Descriptive Analysis Showing the Conditional Status of Relationship between Teachers and Principals in Public Secondary Schools in Oyo state, Nigeria
Relationship between Principals and Teachers

S/ N	Items	Always (A)		Often(O)		Sometimes (S)		Not at all (NAA)		Mean	SD
		Freq	Per (%)	Freq	Per (%)	Freq	Per (%)	Freq	Per (%)		
1.	My opinions is respected by my principal	1174.0	42.0	882.0	31.6	579.0	20.7	160.0	5.7	3.10	0.92
2.	I receive recognition and praise when I do a good job	1385.0	49.6	814.0	29.1	481.0	17.2	115.0	4.1	3.24	0.88
3.	My principal is caring and friendly	1620.0	58.0	733.0	26.2	343.0	12.3	99.0	3.5	3.39	0.83
4.	My principal encourages my development	1721.0	61.6	673.0	24.1	298.0	10.7	103.0	3.7	3.44	0.83
5.	My principal makes me feel my job is important	1789.0	64.0	680.0	24.3	249.0	8.9	77.0	2.8	3.50	0.77
6.	My principal treats me fairly regardless of my ethnicity and culture	1776.0	63.5	601.0	21.5	249.0	8.9	169.0	6.0	3.43	0.89
Weighted Mean										3.35	

Source: Field Survey 2021

Table 5 reveals that the conditional status of the relationship between teachers and principals in public secondary school in Oyo State is high. The result reveals that the principal makes the teacher feels important in the school with the highest percentage of (64.0%) and ($\bar{x}$ = 3.50). This implies that principals ensure that the teachers perform their duties with dedication and enthusiasm. Also, principals treat me fairly regardless of my ethnicity and culture has a percentage of (63.5%) and ($\bar{x}$ = 3.43). This shows that principals of secondary school teachers in public junior secondary school in Oyo state respect cultures and diversity among teachers in the school which will help all teachers to be included in the school and promote sense of belonging in the school. My principal encourages my development has a percentage of (61.6%) and ($\bar{x}$ = 3.44), My principal is caring and friendly has a percentage of (58.0%) and ($\bar{x}$ = 3.39), and I receive recognition and praise when I do a good job has the percentage of (49.6%) and ($\bar{x}$

= 3.23) while my opinion is respected by my principal have the least percentage of (4.2%) and ($\bar{x}$ = 3.4). The result shows that the consistency of relationship between principals and teachers in Oyo State secondary school and since the weighted mean of 3.35 is greater than the mean of 2.50 so the relationship between teacher and principal is high.

Table 6: Descriptive Analysis Showing the Conditional Status of Basic Infrastructures in Public Secondary Schools in Oyo state

C. Basic School Infrastructures

S/ N	Items	Very Condition (VGC)	Good Per (%)	Good Condition (GC)	Per (%)	Fairly Condition (FGC)	Good Per (%)	Not Condition (NGC)	Good Per (%)	Mea n	SD
		Freq		Freq		Freq		Freq			
1	Classrooms	484.0	17.3	978.0	35.0	1026.0	36.7	307.0	11.0	2.59	0.90
2	Staff Convenience	459.0	16.4	917.0	32.8	1148.0	41.1	271.0	9.7	2.56	0.88
3	School Building	439.0	15.7	979.0	35.0	1068.0	38.2	309.0	11.1	2.55	0.89
4	School Environment	491.0	17.6	944.0	33.8	1083.0	38.7	277.0	9.9	2.59	0.89
5	Staffroom	374.0	13.4	715.0	25.6	1374.0	49.2	332.0	11.9	2.40	0.86
6	Sports Facilities	203.0	7.3	519.0	18.6	1244.0	44.5	829.0	29.7	2.03	0.88
7	Instructional Materials	257.0	9.2	683.0	24.4	1161.0	41.5	694.0	24.8	2.18	0.91
Weighted Mean										2.41	

Source: Field Survey 2021

Table 6 shows the conditional status of basic infrastructures in public Schools in Oyo state. The result reveals school environment has the highest percentage of (17.6%) and ($\bar{x}$ = 2.59), Classroom has (17.3%) and ($\bar{x}$ = 2.59), staff convenience (16.4%) and ($\bar{x}$ = 2.56), school building (15.7%) and ($\bar{x}$ = 2.55), Staffroom (13.4%) and ($\bar{x}$ = 2.40), instructional materials (9.2%) and ($\bar{x}$ = 2.18) while sport facilities has the least percentage of (9.2%) and ($\bar{x}$ = 2.03). The weighted mean of all the items used to measure basic infrastructure in Oyo state junior secondary schools in Oyo state is 2.41 less than the mean of 2.50 indicates basic school infrastructures is low. This can pose a threat to teaching and learning activities and reduce teachers' organisation commitments of teachers. Since school safety, Principal and teachers' relationship in the school and basic school infrastructures reveals an overall weighted mean of 2.80, the conditional status of the school climate in Oyo state junior secondary is moderate.

Ho1: There will be no significant relationship between the school climate (safety, principal-teacher relationship, and basic school infrastructures) and organizational commitment (affective, normative and continuance) in public secondary schools in Oyo State, Nigeria.

Table 7a: Pearson Product Moment Correlation Analysis Between the School Climate and Organisational Commitment (Relative Correlation)**Correlations**

	Safety	Principal-Teacher relationship	Basic school infrastructures	Affective	Normative	Continuance
Safety	1	0.788**	0.846**	0.660**	0.781**	0.764**
Principal-Teacher relationship	0.788**	1	0.904**	0.829**	0.842**	0.834**
Basic school infrastructures	0.846**	0.904**	1	0.815**	0.824**	0.815**
Affective	0.660**	0.829**	0.815**	1	0.793**	0.789**
Normative	0.781**	0.842**	0.824**	0.793**	1	0.889**
Continuance	0.764**	0.834**	0.815**	0.789**	0.889**	1

** . Correlation is significant at the 0.05 level (2-tailed).

Table 7b: Pearson Product Moment Correlation Analysis Between the School Climate and Organisational Commitment (Combined Correlation)

	School climate in public secondary schools	Organisational commitment among teachers in public secondary school
School climate in public secondary schools	1	0.897**
Organisational commitment among teachers in public secondary school	0.897**	1

** . Correlation is significant at the 0.05 level (2-tailed).

Both tables 7 a and b above revealed both the relative and combined relationship between the school climate (safety, principal-teacher relationship, and basic school infrastructures) and organizational commitment (affective, normative and continuance) in public secondary schools in Oyo State, Nigeria. There is a significant combined relationship ($r = 0.897^*$) between the school climate and organizational commitment in public secondary schools in Oyo State, Nigeria. Also, the highest relationship is the relationship between the Normative domain of

organizational commitment and the principal-teacher relationship ($r = 0.842$), followed by the relationship between the Continuance domain of organisational commitment and the principal-teacher relationship ($r = 0.834$) while the least is the Affective domain of organisational commitment and Safety ($r = 0.660$). This implies that the principal-teacher relationship can relate to the organizational commitment of the teachers in public secondary schools for sustainable development in Oyo State, Nigeria.

DISCUSSION OF FINDINGS

The finding from research question one shows that the status of organisational commitment among teachers in public secondary schools in Oyo state is moderate. Results obtained showed that the majority of teachers belong to the affective domain of organisational commitment, although the continuance domain of organisational commitment is high too; while normative organisational commitment is low among junior secondary school teachers in Oyo State. Since the overall weighted mean of the three domains of organisational commitment of the teachers is (2.82), This shows that the majority of the junior secondary school teachers are moderately interested in associating with the school, emotionally attached to the school, agree with all the goals and value of the school, remain in the school because it is morally right to do so, perform duties out of a sense of obligation, and finish their job despite having other commitments. Similarly, the study found that that is a low level of normative organisational commitment among public junior secondary school teachers in Oyo State, this implies that some teachers remain in the school based on what the school offers, stay in the school because of their needs, and work as a teacher because there is no better opportunity outside. This corroborates with a study on teachers job performance and organisational commitment among public secondary school teachers in Oyo State, carried out by Oredein & Ebo (2021) the study discovered that public secondary school teachers in Oyo State also have a high level of continuous organisational commitment, moderate affective organisational commitment, and low normative organisational commitment. Akinwale and Okotoni (2019) found out that teachers with a high level of affective commitment might always monitor the students' work, be able to control the classroom, and be involved in extra-curricular activities because they tend to demonstrate organisational citizenship behaviour. The result also negates the work of a researcher on the level of teachers' job commitment to the teaching profession, teachers' commitment to teaching and learning, and teachers' commitment to the school in secondary schools in Osun State. According to the result, teachers' overall commitment to official tasks is quite strong, as is their commitment to each of the three domains of organisational commitment (Tadesse, 2019).

Research question two investigated the status of school climate in public junior secondary schools in Oyo state. The findings revealed that the conditional status of the school climate in Oyo state junior secondary is moderate. The result obtains showed school safety is low, principal and teacher relationships are high and availability of basic infrastructures is low. This can pose a threat to teaching and learning activities and reduce teachers' organisation commitments of teachers this is corroborated by a researcher that without a positive school climate, teachers may manifest poor educational and professional behavioural patterns such as absenteeism, professional unpreparedness, and low morale. Where teachers perceive a negative school climate, job satisfaction may be low, the motivation for teaching could be weak and the experience of stress may be very high (Martinez, McMahon, Coker & Keys, 2016). Similarly, Yao, Yao, Zong, Li, Guo and Cui (2015) investigated the influence of school climate

and teachers' effectiveness in senior secondary schools, and the result of the study revealed that there is a significant moderate relationship between school climate and teachers' effectiveness in senior secondary schools teachers experiencing a negative school climate may lack complete loyalty to the school's goals, seeing that they may be involved in activities that do not benefit the school which may affect the school climate. The hypothesis revealed there is a significant relationship between the school climate and the organisational commitment of the public secondary school teachers in Oyo State, Nigeria. There was a quite high correlation between the principal-teacher relationship and the domains of the organizational commitment, that is the Normative and Continuance domains.

CONCLUSION

Based on the study's findings, it can be inferred that the status of the school organisational commitment in public junior secondary school is moderate; that the majority of the teachers are attached to the profession because of personal identification and regular payment of salary by the state government and they considered the benefits of remaining in the organisation because of the fewer job opportunities that exist outside the organisation. The school climate conditional status in public junior secondary schools is moderate. This could be the reason for moderate organisational commitment and a strong principal-teacher relationship, indicating that the principal-teacher relationship is crucial to teachers' commitment and sustainable development.

RECOMMENDATIONS

Therefore, based on the findings of this research work, and to ensure sustainable development following recommendations are made:

1. Senior teachers/principals should mentor the younger ones to enhance better performance on the job and boost their commitment to the school and model value cultivation in students
2. All educational stakeholders should create a conducive school climate in terms of basic infrastructure and safety where individuals feel safe and supported physically, intellectually, psychologically, and socially to enhance teachers' organisational commitment to the protection and preservation of the environment and quality education to all is one of the dimensions of sustainable development.
3. The government and principals should encourage teachers to develop affective organisational commitment through a good school climate, prompt payment of wages and salaries, rewards and incentives, managerial style and condition of service to reduce high continuance commitment.
4. The principals should have a good relationship with teachers that can encourage the teachers to put in their best.

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