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Organizational Climate and Lecturers'Job Performance In Public Universities In Anambra State, Nigeria

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ABSTRACT: The study investigated the effect of organizational climate and lecturers 'job performance in public universities in Anambra State, Nigeria". Specifically the study examined the effect of controlled organizational climate on operational performance of lecturer in public Universities; familiar organizational climate on environmental performance of lecturer in public Universities and the effect of autonomous organizational climate on contextual performance of lecturer in public Universities in Anambra State, Nigeria. Relevant conceptual, theoretical and empirical literature was reviewed taking cognizance of the problem and the hypotheses of the study. The study was anchored Equity theory. Descriptive research design was adopted. The study was conducted in public universities in Anambra State, Nigeria. Data were sourced from primary and secondary data. The population comprised 4020 lecturers from two public universities in Anambra State, Nigeria. The sample size consist 408 lecturers from public Universities in Anambra State, Nigeria using statistical formula devised by Cochran. Questionnaire was used for data collection. Face and content validity was adopted in this study**.** The reliability of instrument was established through the test- retest method and Cronbach Alpha. Simple percentage analysis was employed to answer the research questions, while Linear Regression Analysis was use in testing research hypotheses. The result revealed that controlled organizational climate has a positive significant influence on operational performance of lecturer in public Universities; familiar organizational climate has a positive significant effect on environmental performance of lecturer in public Universities and autonomous organizational climate has a positive significant effect on contextual performance of lecturer in public Universities in Anambra State, Nigeria. (t =23.398, p=0.000). The study concluded that organizational climate had a positive significant effect on performance of lecturer in public Universities in Anambra State, Nigeria. The study recommended that Universities should be high intimacy between employee and management as well as task achievement comes into play as a result of controlled organizational climate which influence operational performance of lecturer in public

Keywords: Controlled Organizational Climate, Familiar Organizational Climate; Autonomous Organizational Climate and Lecturer Performance

INTRODUCTION

Lecturers in public universities perform multiple responsibilities beyond classroom teaching. In addition to delivering lectures, they administer continuous assessments such as class tests and assignments, supervise research projects, publish scholarly articles, and participate in national and international conferences, seminars, and workshops. These activities contribute not only

to knowledge dissemination but also to community development and institutional advancement. Collectively, these responsibilities constitute lecturers' job performance in public universities. Job performance is a critical determinant of organizational effectiveness and success. It refers to how well employees execute assigned tasks and fulfill their responsibilities. It is commonly assessed through performance evaluations and reviews. According to Ndu and Chickena (2023), lecturer performance involves the actions and procedures undertaken to achieve specific educational objectives. Factors influencing lecturer job performance include managerial standards, motivation, commitment, evaluation systems, and institutional support. Organizations require satisfied and motivated staff to achieve their goals. In today's competitive and liberalized environment, effective management and a supportive work environment are essential for institutional survival and growth (Reecha, Amit, Sangeeta & Saurabh, 2023). Organizations rely on both capital and human resources; however, human resources are considered the most critical asset (Nabilla & Riyanto, 2020). The success of any organization largely depends on the quality, commitment, and productivity of its workforce (Gosain & Sinha, 2021).

Organizational climate refers to employees' shared perceptions of their work environment, including leadership style, communication patterns, decision-making processes, policies, working conditions, and career advancement opportunities. It influences employee motivation, satisfaction, productivity, and overall job performance (Reecha et al., 2021). A favorable organizational climate enhances morale and reduces turnover, whereas an unfavorable climate may result in dissatisfaction and decreased performance. Nicholson and Miljus (2023) describe organizational climate as employees' perception of their work environment, encompassing leadership style, participation in decision-making, availability of challenging tasks, benefits, policies, and working conditions. Negative organizational climates may manifest through staff shortages, lack of feedback, limited recognition, and poor communication systems.

Management plays a crucial role in creating and sustaining a positive organizational climate (Booyens, 2020). A supportive and comfortable work environment enhances employee satisfaction and productivity (Meena & Agarwal, 2024). Research indicates that a positive work climate motivates employees and enhances institutional performance (Gray, 2017). Lecturer job performance is closely associated with job satisfaction, motivation, and work environment. Employees who receive equitable rewards and recognition for good performance are more likely to demonstrate higher productivity (Luthans, 2021). Organizations with satisfied employees tend to achieve greater effectiveness compared to those with dissatisfied staff (Robbins, Odendaal & Roodt, 2023). Furthermore, high job satisfaction is linked to lower turnover rates, improved morale, and better mental and physical well-being (Luthans, 2022). In the university system, a healthy organizational climate enhances not only lecturer job performance but also the overall learning environment and institutional productivity (Fauziah, 2018). Universities that attract, retain, and maintain competent academic staff are better positioned to achieve their strategic goals. Factors such as adequate salary, job security, career growth opportunities, supportive leadership, and conducive working conditions significantly influence lecturer performance (Obasi, 2023). Given the importance of organizational climate in shaping employee behavior and performance, this study seeks to examine its effect on lecturer job performance in public universities in Anambra State, Nigeria. The study also aims to provide recommendations on how university management can create a work environment that

promotes improved lecturer performance and institutional effectiveness.

Statement of the Problem

Organizational climate significantly influences employee perceptions, attitudes, and behaviors within an institution. In Nigeria's increasingly competitive higher education sector, characterized by the rapid establishment of new universities, maintaining a favorable organizational climate has become essential for attracting and retaining competent academic staff. Public universities in Anambra State face challenges related to academic mobility and brain drain, where highly skilled lecturers move from one institution to another in search of better working conditions. Factors such as poor organizational structure, ineffective leadership styles, inadequate communication, and lack of recognition, limited academic freedom, and unfavorable working environments may contribute to reduced lecturer job performance and increased turnover. Different organizational climates open, closed, controlled, familiar, and autonomous—exist within educational institutions and may influence lecturer performance differently. For instance, an open climate promotes trust, participation, and collaboration, whereas a closed climate may discourage engagement and commitment. Controlled climates emphasize strict supervision and productivity, sometimes at the expense of social interaction, while autonomous climates grant lecturers greater freedom in performing their duties. Although several studies have examined organizational climate in various contexts, limited empirical research has focused specifically on its effect on lecturer job performance in public universities in Anambra State. This gap necessitates an investigation into how different dimensions of organizational climate influence lecturer performance in the study area

Objectives of the Study

The main objective of this study is to examine the effect of organizational climate on lecturer job performance in public universities in Anambra State, Nigeria. The specific objectives are to:

1. Assess the effect of controlled organizational climate on operational performance of lecturers in public universities in Anambra State.
2. Ascertain the effect of familiar organizational climate on environmental performance ofl ecturers in public universities in Anambra State.
3. Examine the effect of autonomous organizational climate on contextual performance of lecturers in public universities in Anambra State.

Research Questions

The following research questions guided the study:

1. How does controlled organizational climate affect operational performance of lecturers in public universities in Anambra State?
2. What is the effect of familiar organizational climate on environmental performance of lecturers in public universities in Anambra State?
3. How does autonomous organizational climate affect contextual performance of lecturers in public universities in Anambra State?

Hypotheses

The following null hypotheses will be tested:

Ho_1: Controlled organizational climate has no significant effect on operational performance of lecturers in public universities in Anambra State.

Ho_2: Familiar organizational climate has no significant effect on environmental performance of lecturers in public universities in Anambra State.

Ho_3: Autonomous organizational climate has no significant effect on contextual

performance of lecturers in public universities in Anambra State.

LITERATURE REVIEW

Conceptual Review

Organizational Climate

Researchers in organizational behavior have long been interested in understanding Lecturer perceptions of the work environment and how these perceptions influence work related attitudes and behaviors (Adenike, 2021). A number of definitions of organizational climate have been presented in various studies on the concepts. Staniforth and Maitlis, (2021) reviewed numerous definitions of climate and came to the conclusion that a precise and unitary definition of climate simply does not exist. Oshoffs (2017) asserts that organizational climate comprises of cognate sets of attitudes, values and practices that characterizes the members of a particular organization. Xaba (2021) defines organizational climate as consciously perceived environmental factors subject to organizational control. Garber (2023) defines organizational climate as the surface manifestation of organizational culture that consist of the conscious behavior, such as the feeling or perceptions and attitudes, that is shared by individuals in an organization at a particular time regarding the fundamental elements of the organization and that can positively or negatively influence the behavior of organizational members in terms of organizational effectiveness. Organizational climate is the core circle of human environment in the boundaries of which the employees of an organization works.

Malcolm, Patterson, Peter Warr and Michael West (2024) ascertains that climate affects each activity in an organization directly or indirectly and is affected by almost everything that occurs in the organization. Malcolm, Patterson, Peter Warr and Michael West 2024) maintains the survival and growth of any organization is directly proportional to the favorable climate in it. Employees in the organization have to be well conversant with rites, rituals, policies and can only bring sense of belongings among employees and further help in the growth of organization. Organization climate is of great significance for utilization of human relations and resources at all levels. Organizational climate has a major influence on motivation, productivity and job performance. It is also a major motivating factor responsible for satisfaction and dissatisfaction of employees and affects the quantum of their turnover (Herzberg, Mausner, Peterson & Capwell, 2017). Boeyens and Hutchinson in Sempane, Rieger and Roodt, (2022) defines organizational climate as the Lecturer description of organizational variables such as size, structure, policies and leadership styles. Gerber (2023) defines organizational climate as the surface manifestation of organizational culture that consists of the conscious behaviour, such as the feelings or perceptions and attitudes, that is shared by individuals in an organizational at a particular time regarding the fundamental elements of the organizational and that can positively or negatively influence the behaviour of organizational members in terms of organizational effectiveness. Gerber, (2023) postulates that organizational climate is representative of organizational members' collective perceptions and/or feelings (attitudes) about the organizational. He went on to say that organizational climate reflects members' subjective attitudes and perceptions, regardless of whether it is an accurate description of reality in the organizational. McMurray (2023) ascertains that organizational climate is a descriptive construct that reflects consensual agreement among members regarding the key elements of the organizational in terms of its systems, practices and leadership style.

Controlled Climate: Controlled Climate refers to the hard working atmosphere at the expense of social life. Management are engaged in their work and they work continuously. Although, the spirit is quite high, paper work is excessive and they are committed to their work and little personal interaction with each other with high emphasis on production and low intimacy (Manga, 2022). The researcher observes that, in controlled climate, the management does not model engagement, while hard work is underlined to the extent that social life is given little or no time. Controlled climate is a work atmosphere which is characterized by high directive and much restrictive on the activities of members of staff. Oviawe (2020) noted that controlled school climate is a work environment where the school administrators are highly domineering and inconsiderate but lay emphasis on productivity. There is high negligent of psychological needs, interpersonal relationship and job satisfaction of lecturer in universities with controlled climate. In such a climate, lecturer are overloaded with many routine duties. Kaneez and Daimi (2019) noted that in controlled climate, the activities of members of staff are centered ground work which gives them little time to speak with one another. Organizations with controlled climate are highly task-oriented. In controlled climate, lecturer are heavily engaged with the tasks which give little or no time for interaction with each other. Ephraim and Renthlei (2021) maintained that all members of staff are hard working to such an extent that there is neither time for friendly interactions with each other nor space for divergence from prescribed commands and directions. The authors added that staff must timely complete their task and they also expect to be told personally about the way to accomplish it..

Familiar Climate: Familiar Climate portrays a management who is energetic and considerate, but he is more of a benevolent dictator than a model of professional role. The management are not overburdened with busy work, but they do not get along well and form competing factions (Manga, 2022). It is the opinion of the researcher that familiar climate pictures an atmosphere where it is very engaging, but it has no effect on the staff in the view of the researcher aloes, there is a degree of closeness between the management, and workers expectations of the stakeholders are rather unworkable. A familiar organizational climate is characterized by a principal or leader who acts as a protective, but controlling, figure within the organization, often discouraging lecturer autonomy and initiative. This climate can stifle lecturer job satisfaction and limit opportunities for leadership development. The leader in a familiar climate takes on a parental role, making decisions and directing activities with the intention of protecting and guiding the organization, but often without significant input from other members. Rapti (2022) described the familiar school climate as a type of atmosphere in which the school principal is a hard-working person, but he falls short of having any effect on the staff; to them the label ‘hard-working’ is not such a familiar word. There is a degree of approachability between the leaders and lecturer, but expectations of lecturer end to be quite impractical. The school principal is full of life and lively, but his management style tends to lean on the autocratic side. As a result, the majority of the lecturer, students and parents prefer to keep their cautious distance from the leader. More often than not, students can have a hard time expressing their concerns and difficulties, while the parents come to school only they feel it absolutely necessary, for example, like when lecturer enquire that they come. In such school climate lecturer’ commitment is low because the leadership fails to effectively carry them along. Okoye (2022) added that in a familiar school climate, the principal insists on initiating all leadership acts in the school himself and makes concerted efforts to

discourage the emergence of leadership initiatives from his lecturer. Lecturer do not work co-operatively as such attempts are viewed with suspicion and threatened with sanction. The principal works leadership functions. The lecturer are split into factions as they battle with the obstructive and intrusive know-it-all nature of the principal and his sycophants.

Autonomous Organizational Climate: Autonomous climate is the atmosphere that gives freedom to members of staff to perform their duties. Uba (2022) defined autonomous climate as a type of climate that portrays an atmosphere where members of staff have at their disposal a considerable degree of freedom to act in the workplace. There is no internal or external influence in the ways in which lecturer carry out their responsibilities in universities with autonomous climate. In this kind of organizational climate, there is irregular supervision and control of the activities of lecturer. The freedom granted to lecturer in organization with autonomous climate can enhance creativity and innovation in the universities. In the same vein, Ezinine and Ughamadu (2021) pointed out that autonomous climate provides opportunity for lecturer to use their ideas, initiative and creativity in carrying out their duties. In this kind of organizational climate, lecturer are encouraged to come up with innovative or better ways of doing things. Lecturer are allowed to carry out their duties in the best way they know and want. However, lecturer are denied the liberty to conduct their work activities in the manner they desired in universities with controlled climate. An autonomous organizational climate is characterized by a high degree of freedom and independence given to employees in their work. It emphasizes self-direction, allowing individuals to shape their roles and interactions within the organization, fostering a sense of ownership and responsibility. This climate is often associated with less direct supervision and control, encouraging employees to find their own ways to contribute and achieve goals. It's important to note that an autonomous climate isn't suitable for all organizations or individuals. It works best when employees are highly motivated, skilled, and comfortable with self-direction. A lack of structure or support can lead to confusion or decreased productivity if not managed properly

Lecturer job Performance

Performance is the art to complete the task within the defined boundaries, performance of lecturer is affected by numerous factors at workplace it is defined as the way to perform job task according to the prescribed job description. (Saeed et al 2023). Motowidlo (2023), argued that employee's performance is the behaviour that the organization expects of the employees when they are doing the job. Lecturer performance is how the employees understand the task, the ability topdo it and how much they exert effort to complete it. Prasetya and Kato, (2017) defined lecturer Performance as the attained outcome of actions with the skills of employees who perform in some situation. Employee performance is the actions or the completion of errands that were done by individuals within specific period of time (Khan, Rehman and Akran 2022). Dessler, (2018) view lecturer job performance as work related task that is expected on employees and how well the task was done. The performance can be measured monthly, quarterly, semi-annually or annually to be able to provide improvement of identified segment in the business. Employee's performance evaluation is a comprehensive analysis of a workers performance, by observing their work during a certain period of time and examining all the objective manuscripts or documents relevant to how they have performed, so as to establish the extent at which these workers achieve the stipulated goals (USAID, 2019). Increase in commitment level of employees in

organization ultimately increases the performance of their employees.

Mwebi, and Kadaga (2022) posit that Lecturer job performance refers to how a worker behaves towards his/her job, there are a variety of criteria used to determine how an individual behaves towards their work which vary from task to task. Employees with greater control over work schedules are more likely to show increased engagement, commitment, retention and job satisfaction. (Muchiti and Gachunga, 2022). Yeh and Hong (2022) assets that employee's performance appears in the quality and the quantity of the job, which means that the performance of the employees is similar to their productivity. Performance of an organization is directly related to commitment level of employees (Ivancevich, 2016). The term Lecturer job performance has been defined differently by many scholars. Senge (2020) defines lecturer as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. Lecturer also provides to the learners knowledge, skills and values that enhance development. Mbise (2018) defined a lecturer as a person who has knowledge, skills and special trainings in Lecturer job performance, explaining and educating. He further noted that a lecturer is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain

Chamani (2018) defines Lecturer job performance as a person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Lecturer job performance are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Oyewumi (2021) see lecturer as a person who helps others to acquire knowledge, competences or values.

Theoretical Review

This research work was anchored on Equity theory by Adams (1963). Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions (or costs) and benefits (or rewards) for each person. Guerrero, Peter and Walid (2004) considered one of the justice theories, equity theory was first developed in the 1960s by Adams, a workplace and behavioral psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1963). The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization. It proposes that individuals who perceive themselves as either under-rewarded or over-rewarded will experience distress, and that this distress leads to efforts to restore equity within the relationship. It focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratios of contributions and benefits of each person within the relationship. Partners do not have to receive equal benefits (such as receiving the same amount of love, care, and financial security) or make equal contributions (such as investing the same amount of effort, time, and financial resources), as long as the ratio between these benefits and contributions is similar. Much like other prevalent theories of motivation, such as Maslow's hierarchy of needs, equity theory acknowledges that subtle and variable individual factors affect each person's assessment and perception of their relationship with their relational partners. According to Adams (1965), anger is induced by

underpayment inequity and guilt is induced with overpayment equity. Payment whether hourly wage or salary, is the main concern and therefore the cause of equity or inequity in most cases.

In any position, an employee wants to feel that their contributions and work performance are being rewarded with their pay. If an employee feels underpaid then it will result in the employee feeling hostile towards the organization and perhaps their co-workers, which may result in the employee not performing well at work anymore. It is the subtle variables that also play an important role in the feeling of equity. Just the idea of recognition for the job performance and the mere act of thanking the employee will cause a feeling of satisfaction and therefore help the employee feel worthwhile and have better outcomes.

Importance of the theory to this study

Equity theory has been widely applied to organization settings by industrial psychologists to describe the relationship between an employee's motivation and his or her perception of equitable or inequitable treatment. In an organizational setting, the relevant dyadic relationship is that between employee and employer. As in marriage and other contractual dyadic relationships, equity theory assumes that employees seek to maintain an equitable ratio between the inputs they bring to the relationship and the outcomes they receive from it (Adams, 1965). Equity theory in business, however, introduces the concept of social comparison, whereby employees evaluate their own input/output ratios based on their comparison with the input/outcome ratios of other employees. Inputs in this context include the employee's time, expertise, qualifications, experience, intangible personal qualities such as drive and ambition, and interpersonal skills. Outcomes include monetary compensation, perquisites (perks), benefits, and flexible work arrangements. Employees who perceive inequity will seek to reduce it, either by distorting inputs and/or outcomes in their own minds (cognitive distortion), directly altering inputs and/or outcomes, or leaving the organization. These perceptions of inequity are perceptions of organizational justice, or more specifically, injustice. Subsequently, the theory has wide-reaching implications for employee morale, efficiency, productivity, and turnover.

Empirical Review

Gaunya (2023) investigated organizational climate and its influence on lecturer job performance among Public Sector Employees in Kisii County, Kenya. The population of public sector departments was 309 out of which 271 were selected. Simple random sampling technique was used to select a representative sample. Study data was collected using questionnaire method. Inferential statistics including Pearson Product Moment Correlation co-efficient and regression were computed to investigate the interrelationship that exists among the dimensions of organizational climate (appropriate administrative style, support from superiors and feedback about performance, identity, reward and conflict management) and how each was related to employees‟ lecturer job performance dimensions (work flexibility and security, lifelong learning and career development, work organization and work life balance).The results of the study revealed that that certain dimensions of organizational climate such as identity, conflict management and rewards do had a statistically significant positive relationship with job performance. This had the implication that public sector employees in Kwasi County, Kenya, were more satisfied with their work where organizational mission and objectives are in congruence with employees‟ personal beliefs. Based on the study findings, managers are

encouraged to focus on articulating the mission of the organization but also stimulate dynamic and high sense of employees‟ identification. Fairness in conflict handling procedures as well as equity and transparency in compensation systems was equally recommended as strategies to adopt to foster and increase job performance. A sound work environment was important to create sound social relations at the workplace and also maintain the relationship between colleague, supervisor and the organisation.

Hadhemi and Delkash (2023) examined the relationship between lecturer job performance and organizational climate. 37 employees, the government departments of Divandarreh make up the research population. Based on Cochran formula, a sample of 147 employees was obtained. 138 complete copies of questionnaire were collected and analyzed. Lecturer job performance questionnaire and organizational climate questionnaire were used for collecting data; The findings were analyzed using Pearson correlation test. This study analyzes the relationship between the components of organizational climate and lecturer job performance among employees of government departments in Divandarreh. Results of hypotheses test confirm the relationship between organizational climate and job performance. Since each individual's effort was the result of was satisfaction, lecturer job performance were an important prerequisite for an effective performance, and given that the organizational climate arisesn from mutual efforts and relations of groups within the organization, managers and employees, it impresses the employee's behavior and their satisfaction level effectively; therefore, Knowing more about the organizational climate, lecturer job performance and use of these findings can increase the level of lecturer job performance and performance of employees. This means that emphasizing and managing organizational climate helps to promote job performance.

Tsai (2024) explores organizational climate in the container terminal operation industry in the port of Kaohsiung, Southern Taiwan, Asia and the effect of organizational climate on the employee’s job performance. Data were collected from the employee perception referring to organizational climate in their workplace through questionnaire survey. Factor analysis were then employed to extract four main dimensions of organizational climate, namely, management system, awards and motivation, transformation leadership, and laissez-faire leadership. Analysis of Variance and Multi-regression analysis, were conducted to discover the effects of control variables and the four organizational climate dimensions on the lecturer job performance. Regarding to the job security which was one measure of job performance, a control variable of salary and pay, had positive effect, while three dimensions of organizational climate, management system, awards & motivation, and transformation leadership, were found to have positive effect too. Results interpreted that employees lecturer job performance strongly related with the types of company and organizational climate.

Ahmed, El Molla, & Abed (2024) assessed the effect of organizational climate on lecturer job performance of clinical instructors at the Faculty of Nursing Cairo University Egypt. A descriptive exploratory design was utilized to achieve the aim of the study. The data were collected from sample include (120) male and female of clinical instructors through a questionnaire consists of three parts, first part the socio-demographic data, the second and third part the organizational climate and lecturer job performance respectively. The current study revealed that 63% of sample had moderate perception of organizational climate, and 55% of sample had moderate level of job

performance. There was statistically significant difference in perception of female than male with organizational climate also no statistically significant difference between gender and job performance. Also there were highly positive correlation between overall lecturer job performance and organizational climate. In addition, there were highly significant effect of organizational climate on job performance. The study concluded that the clinical instructors have moderate level of lecturer job performance and organizational climate; there are positive correlations between organizational climate and lecturer job performance dimensions. Also the study concluded that there are no statistically significant differences between socio demographic data and organizational climate and lecturer job performance except females have positive perception of organizational climate than male. In addition to there are strongly effect of organizational climate on job performance.

Rai (2024) investigated the impact of organizational climate on employee satisfaction in the Indian Information Technology (IT) organizations. Organizational climate had been measured on the basis of nine parameters that was; role and responsibility, Objectives and goals, leadership and management work environment, performance management, career growth opportunities, work life balance rewards & recognition and pay & benefit. The study determines the relation between components of organizational climate with lecturer job performance. The data were collected from five IT Companies in Delhi. The result obtained highlights the positive relation between Organizational climate and lecturer job performance. A clear structure, chain of command, coordination mechanism, and communication systems enhance the performance of employees and increases lecturer job performance among employees which results in positive organizational climate.

Anum and Muhammad (2023) examined the level of lecturer job performance in relation with organizational climate, occupational stress, age and gender; this study presents sample size of total 40 respondents designated as Managers and Officers in which 18 were Males (45%) and 22 Females (55%). In between them, 34 respondents shared their experiences as well. The data had been gathered from operations department of Islamic Banks because all the hectic and ongoing routine tasks are performed by this department on daily basis and it was convenient to collect data from this sector. Exploratory research “interpretive” in which meetings, observations and in-depth interviews conducted to support literature through experiments and proper analysis of respondent’s justifications. The results reveal that; organizational climate and occupational stress had significant impact on the level of lecturer job performance (JS), age level doesn’t matter and had significant impact but in Gender; Males were more satisfied than Females.

Reynolds (2023) explored faculty perceptions of organizational climate at their institution, faculty satisfaction with organizational climate at their institution, overall faculty job performance, and the relationships among these constructs. The final aim of our study was to use logwastic regression to identify the determinants of job performance. Copies of a survey instrument measuring the variables of interest in our study were distributed to all full-time and part-time faculty members in the departments of behavioral science, English, and mathematics at a community college in Florida. In total, 118 individuals received surveys, and 65 completed surveys were returned. Thus, there was a 55.1% response rate for this survey. Results of our study

showed that the faculty surveyed generally had a positive perception of the levels of organizational climate variables at the institution, and generally had positive satisfaction with organizational climate variables at their institution. The only significant differences in perceptions of the level of organizational climate variables between full-time and part-time faculty members occurred for the factors of political climate and professional development opportunities. There were, however, no significant differences in satisfaction with organizational climate variables between full-time and part-time faculty. Finally, the statistically significant determinants of lecturer job performance were identified to be political climate, professional development opportunities, evaluation, and promotion.

Wahat, (2024) studied organizational climate as a predictor to lecturer job performance using new faculties in three public Universities of Malaysia. Attached to three public which are also research universities of Malaysia, a total of 117 new faculties from various social and hard sciences discipline have been investigated to draw upon important findings on their perceived organizational and lecturer job performance levels, as well as the influence that their perceived organizational climate had on job performance. A survey based on the conceptual framework which integrated the theory of work adjustment and person-environment perspective was conducted to meet the objectives of the study. Data were analyzed using descriptive, Pearson correlation and simple regression analyses. Results showed that most new faculties embraced high level of perceived organizational climate but moderate lecturer job performance levels. There was a significant, positive relationship between perceived organizational climate and job performance. Both the relationship climate and development climate dimensions correlated significantly with job performance. Perceived organizational climate was further identified as predictor of lecturer job performance for new faculties serving in the three public, research universities. Based on the findings, it was highly recommended for the universities to adopt non-formal mentoring system as an effective organizational mechanism to establish and sustain harmonious relationships between new faculties and their senior colleagues.

Al-Khadawneh (2023) examined the effect of organizational climate on job turnover of employees at tourism hotels in Petra region of Jordan. This study was conducted with a sample of 362 employees at hotels within Petra region south of Jordan using the questionnaire to conclude results that found. High level of satisfaction among hotel employees regarding the organizational climate, where the highest satisfaction level was pertaining boss-employee relation and the least satisfaction level was for job security. The impact of organizational climate components on job turnover appeared in the following order: nature of work, boss-employee relation, rewarding system, authority style, and finally in the last rank was job security. Job turnover level at hotels in Jordan was high, and the reason most motivating employees to search for a job was looking for stability and job security. There was a positive association between organizational climate component and job turnover of hotel employees in Jordan. There are statistically significant differences in the impact degree of organizational climate that vary by gender, age, and hotel rating; whereas no statistically significant differences were found regarding organizational climate impact degree by variable academic qualification.

Falah-ud-Din, Bhutto and Ghulam (2023) investigated the relationship between measures of organizational climate and measures of lecturer job performance in public, private, and

foreign banks. Based on the previous relevant research studies 14 factors were identified for each of both organizational climate and job performance. Data were collected through personally administered questionnaires based on 42 questions from the 12 branches of banks under consideration. Fourteen questions were related to organizational climate, other fourteen for lecturer job performance and the same numbers of questions were used to investigate the impact of organizational climate on job performance. Two hypotheses were formulated and tested through Kruskal Wallwas test, whereas multiple regression analysis were used to investigate the impact of 14 sub factors of organizational climate on job performance. Out of 14 sub factors of organizational climate three factors; organizational structures, identity, and human relations have a positive and significant relation with job performance. Two factors; equity and empowerment are negative but significantly related to job performance.

METHODOLOGY

This study adopted a descriptive survey research design. The descriptive survey design is appropriate for studies that seek to describe, examine, and interpret existing phenomena or relationships among variables within a population. The design enabled the researcher to collect data from a portion of the population and generalize the findings to the entire population. It was also appropriate because it allowed the researcher to examine lecturers' perceptions, attitudes, and behaviors regarding organizational climate and job performance. The study was conducted in Anambra State, located in the southeastern region of Nigeria. The state is known for its rich cultural heritage and strong educational orientation. The research focused on the two public universities in Anambra State: Chukwuemeka Odumegwu Ojukwu University and Nnamdi Azikiwe University. These institutions were selected because they represent the public university system within the state and provide an appropriate context for examining organizational climate and lecturer job performance. Both primary and secondary data were used for the study. The population of the study comprised all lecturers in the two public universities in Anambra State. Thus, the total population of lecturers for the study was 4,020. The sample size of 408 was determined using Cochran's (1977) formula. The instrument was subjected to face and content validity. Reliability was assessed using both the test–retest method and Cronbach's Alpha coefficient. Data collected were coded and analyzed using the Statistical Package for Social Sciences (SPSS) Version 26.0. Descriptive statistics (frequency, percentages, mean, and standard deviation) were used to analyze demographic data and research questions. Linear regression analysis was employed to test the hypotheses and determine the effect of organizational climate dimensions on lecturer job performance. All hypotheses were tested at a 0.05 level of significance.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

A total of four hundred and fifteen copies of questionnaire were distributed to the respondents, out of which four hundred copies of questionnaire were returned properly filled and found relevant to the study. Fifteen copies of questionnaire were invalid. Therefore, the analysis in this section was based on the four hundred relevant copies which represent 96.4% of the entire copies (400). The section covers A the demographic features of the respondents. The section B analyzed the data relevant to research questions.

Presentation of Data relevant to the Research Questions

Question one: How does controlled organizational climate affect operational

performance of lecturer in public Universities in Anambra State, Nigeria

Table 1: Respondents assertion on the effect of controlled organizational climate on operational performance of lecturer in public Universities in Anambra State

S/N	Item Statement on Controlled Organizational Climate	SA	A	U	D	SD	Mean
1	Management rigid to rules and regulations discourages Lecturer from commitment to work.	95 23.8%	261 65.3%	8 2.0%	24 6.0%	12 3.0%	**4.01**
2	Management autocratic leadership style makes subordinates to be disobedient in the school.	111 27.8%	216 54.0%	34 8.5%	37 9.3%	2 0.5%	**3.99**
3	Management attitudes discourage subordinates from more commitment to work in this school.	133 33.3%	163 40.8%	41 10.3%	54 13.5%	9 2.3%	**3.89**
4	There is effective communication in the school that enhances cordial relationship among members of school community.	85 21.3%	213 53.3%	71 17.8%	25 6.3%	6 1.5%	**3.87**
5	Lack of mutual understanding, trust and cooperation among members of school community hinders effective teaching	111 27.8%	216 54.0%	34 8.5%	37 9.3%	2 0.5%	**3.99**

Source: Researcher's Field Survey, 2026

Table 1 shows that 95 respondents representing (23.8%) of the total sample strongly agreed that management rigid to rules and regulations discourages lecturer from commitment to work, 261 (65.3%) agreed, 24 (6%) disagreed, 12 (3%) strongly disagreed while 8 (2%) were undecided. On question that management autocratic leadership style makes subordinates to be disobedient in the school.,111(27.8%) respondents strongly agreed, 216 (54%) agreed, 37(9.3%) disagreed, 2 (0.5%) strongly disagreed and 34 (8.5%) were undecided . 133(33.3%) respondents strongly agreed that management attitudes discourage subordinates from more commitment to work in this school., 163(40.8%) agreed, 54(13.5%) disagreed, 9(2.3%) strongly disagreed while 41(10.3%) were undecided . 85(21.3%) respondents agreed that there is effective communication in the school that enhances cordial relationship among members of school community, 213(53.3%) agreed, 25(6.3%) disagreed, 6(1.5%) strongly disagreed and 71(17.8%) were undecided. Finally, 111 (27.8%) respondents strongly agreed that lack of mutual understanding, trust and cooperation among members of school community hinders effective teaching 216 (54%) agreed, 37(9.3%) disagreed, 2 (0.5%) strongly disagreed and 34 (8.5%) were undecided. Using a cutoff mean score 2.50 for the rating scale, all the items had means scores above the cutoff point. This implies that controlled organizational climate affect operational performance of lecturer in public Universities in Anambra State, Nigeria to a large extent.

Question Two: What are the effect of familiar organizational climate on environmental performance of lecturer in public Universities in Anambra State, Nigeria?

Table 2: Respondent notion on the effect of familiar organizational climate on environmental performance of lecturer in public Universities in Anambra

S/N	Item Statement on Familiar Organizational Climate	SA	A	U	D	SD	Mean
1	Lecturer are not committed to their work because of poor conditions of service in the school.	134 33.5%	165 41.3%	52 13.0%	34 8.5%	15 3.8%	3.92
2	Management creates an atmosphere where the channels of communication between him/her and	125 31.3%	189 47.3%	53 13.3%	20 5.0%	13 3.3%	3.98
3	Subordinates are good.	173 43.3%	172 43.0%	38 9.5%	9 2.3%	8 2.0%	4.23
4	The management leadership enhances cordial relationship between the school and community.	85 21.3%	178 44.5%	77 19.3%	49 12.3%	11 2.8%	3.69
5	Management styles encourage the development of school through school-community relationship.	86 21.5%	191 47.8%	65 16.3%	41 10.3%	17 4.3%	3.72

Source: Researcher's Field Survey, 2026

Table 2 presents the effect of familiar organizational climate on environmental performance of lecturer in public Universities in Anambra State, Nigeria. The result reveals that 134(33.5%) respondents strongly agreed that lecturer are not committed to their work because of poor conditions of service in the school, 165(41.3%) agreed, 34(8.5%) disagreed, 15(3.8%) strongly disagreed and 52 (13%) were undecided . 125(31.3%) respondents strongly agreed that management creates an atmosphere where the channels of communication between him/her and subordinates are good, 189(47.3%) agreed, 20(5%) disagreed and 13(3.3%) strongly disagreed and 53 (13.3%) were undecided. On the issue raised on the question that management and lecturer has the same decision as a family 173(43.3%) respondents strongly agreed and172(43%) agreed. Conversely, 9(2.3%) respondents disagreed,8(2%) strongly disagreed and 38 (9.5%) were undecided . 85(21.3%) respondents strongly agreed that management leadership enhances cordial relationship between the school and community 178(44.5) agreed. However, 49(12.3%) disagreed, 11(2.8%) strongly disagreed while 77 (19.3% were undecided. The table finally shows that 86(21.5%) of the total sample strongly agreed that management styles encourage the development of school through school-community relationship, 191(47.8%) agreed, 41 (10.3%) disagreed, 17(4.3%) strongly disagreed while 65 (16.3%) were undecided. Using a cutoff mean score of 2.50 for the rating scale, all the items had mean scores above the cutoff point. This implies that familiar organizational climate affect environmental performance of lecturer in public Universities in Anambra State, Nigeria

Question three: How does effect of autonomous organizational climate on contextual performance of lecturer in public Universities in Anambra State, Nigeria

Table 3: Respondent assertion on the effect of autonomous organizational climate on contextual performance of lecturer in public Universities in Anambra State, Nigeria

S/N	Item Statement on Autonomous Organizational Climate	SA	A	U	D	SD	Mean
1	There is freedom of participation in decision making in the school.	86 21.5%	191 47.8%	65 16.3%	41 10.3%	17 4.3%	3.72
2	The management is hard working and this makes Lecturer to be dedicated to their responsibilities in the school.	142 35.5%	118 29.5%	57 14.3%	44 11.0%	39 9.8%	3.70
3	The management satisfies the needs of Lecturer by enhances management relationship in the school.	105 26.3%	211 52.8%	69 17.3%	9 2.3%	6 1.5%	4.00
4	The management uses praises to encourage Lecturer to work hard in the school.	136 34.0%	138 34.5%	25 6.3%	22 5.5%	79 19.8%	3.57
5	Effective management -subordinates' relationship enables the achievement of educational goals of this school	120 30.0%	193 48.3%	32 8.0%	22 5.5%	33 8.3%	3.86

Source: Researcher's Field Survey, 2026

Table 3 shows that 86(21.5%) of the total sample strongly agreed that there is freedom of participation in decision making in the school.. 191(47.8%), Agreed, 41 (10.3%) disagreed, 17(4.3%) strongly disagreed while 65 (16.3%) were undecided. 142(35.5%) respondents strongly agreed that The management is hard working and this makes lecturer to be dedicated to their responsibilities in the school 118(29.5%) agreed. Only 44(11%) respondents disagreed, 39(9.8%) strongly disagreed and 57 (14.3%) respondents were undecided. On questions that management satisfies the needs of Lecturer by enhances management relationship in the school. 105(26.3%) respondents strongly agreed and 211(52.8%) agreed. Conversely, 9(2.3%) disagreed, 6(1.5%) strongly disagreed and 69 (17.3%) were undecided. On assertion that management uses praises to encourages Lecturer to work hard in the school, 136(34%) respondents strongly agreed and 138 (34.5%) agreed, 22(5.5%) disagreed,79(19.8%) strongly disagreed and 25 (6.3%) respondents were undecided . On issue that effective management -subordinates' relationship enables the achievement of educational goals of this school 120 (30%) respondents strongly agreed 193(48.3) agreed 22(5.5%) disagreed,33(8.3%) strongly disagreed and 32 (8%) were undecided . Using a cutoff point of 2.50 for the rating scale, all the items had mean scores were above the cutoff point. This implies that autonomous organizational climate affect contextual performance of lecturer in public Universities in Anambra State, Nigeria

Test of Hypotheses

Hypothesis one

Ho: Controlled organizational climate has no significant effect on operational performance of lecturer in public Universities in Anambra State, Nigeria

Ho_1: Controlled organizational climate has a significant effect on cof lecturer in public Universities in Anambra State, Nigeria

Table4: Regression analysis showing the effect of controlled organizational climate on **operational performance of lecturer**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
Operational Performance	31.386	2.585		12.143	.000
Controlled Organizational Climate	2.908	.162	.669	17.959	.000

Multiple R=0.669, Multiple R^2=0.448, Adjusted R^2=0.446, $F_{1.398}$=322.540

***p<0.05**

Table 4. showed that Controlled organizational climate has a significant positive effect on operational performance of lecturer in public Universities in Anambra State, Nigeria. (t =17.959, p=0.000<0.05).The null hypothesis is rejected. The table reveals that there is significant multiple correlation between the predictor variable (Controlled organizational climate) and operational performance of lecturer in public Universities in Anambra State, Nigeria (**β** = 0.669, p<0.05). The value of the coefficient of determination (R^2= 0.448) indicates that controlled organizational climate accounted for about 44.8% (R^2 x 100) of the observed variance in employee operational performance of lecturer in public Universities in Anambra State, Nigeria while the remaining 55.2% unexplained variance is largely due to other variables outside the regression model which are otherwise included in the stochastic error term. The calculated F-ratio (322.540) is statistically significant at 0.05 level of significance. This implies that the predictor variable provides a significant explanation for the variation in operational performance of lecturer in public Universities in Anambra State, Nigeria.

Hypothesis two

Ho: Parental organizational climate has no significant effect on environmental performance of lecturer in public Universities in Anambra State, Nigeria

Ho_1: Parental organizational climate has a significant effect on environmental performance of lecturer in public Universities in Anambra State, Nigeria

Table 5: Regression analysis showing the effect of parental organizational climate on environmental performance of lecturer

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta(β)		
Environmental Performance	38.408	1.368		28.076	.000
Parental Organizational Climate	2.601	.090	.824	29.023	.000

Multiple R=0.824, Multiple R^2=0.679, Adjusted R^2=0.678, $F_{1.398}$=842.360

***p<0.05**

Table 5 revealed that parental organizational climate has a significant positive effect on environmental performance of lecturer in public Universities in Anambra State, Nigeria (t =29.023, p=0.000<0.05). The null hypothesis is rejected. The table shows that there is significant correlation between the predictor variable (parental organizational climate) and environmental performance of lecturer in public Universities in Anambra State, Nigeria (**β** = 0.824, p<0.05). The value of the coefficient of determination (R^2= 0.679) indicates that parental organizational climate accounted for about 67.9% (R^2 x 100) of the observed variance in environmental performance of lecturer in public Universities in Anambra State, Nigeria while the remaining 32.1% unexplained variance is largely due to other variables outside the regression model which are otherwise included in the stochastic error term. The calculated F-ratio (842.360) is statistically significant at 0.05 level of significance. This implies that the predictor variable provides a significant explanation for the variation in environmental performance of lecturer in public Universities in Anambra State, Nigeria.

Hypothesis Three

Ho: Autonomous organizational climate has no significant effect on contextual performance of lecturer in public Universities in Anambra State, Nigeria

Ho_1: Autonomous organizational climate has a significant positive effect on contextual performance of lecturer in public Universities in Anambra State, Nigeria

Table 6: Regression analysis on the effect of autonomous organizational climate on contextual performance of lecturer

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta (β)		
Contextual performance	37.928	1.713		22.144	.000
Autonomous organizational climate	2.523	.108	.761	23.398	.000

Multiple R=0.761, Multiple R^2=0.579, Adjusted R^2=0.578, $F_{1.398}$=547.467

***p<0.05**

Table 6 revealed that autonomous organizational climate has a significant positive effect on contextual performance of lecturer in public Universities in Anambra State, Nigeria (t =23.398, p=0.000<0.05). The null hypothesis is rejected. The table shows that there is significant correlation between the predictor variable (autonomous organizational climate) and contextual performance of lecturer in public Universities in Anambra State, Nigeria (β = 0.761, p<0.05). The value of the coefficient of determination (R^2= 0.579) indicates that reliability of service accounted for about 57.9% (R^2 x 100) of the observed variance in contextual performance in lecturer in public Universities in Anambra State, Nigeria while the remaining 42.1% unexplained variance is largely due to other variables outside the regression model which are otherwise included in the stochastic error term. The calculated F-ratio (547.467) is statistically significant at 0.05 level of significance. This implies that the predictor variable provides a significant explanation for the variation in contextual performance in

lecturer in public Universities in Anambra State, Nigeria.

Summary of Findings

This study examined the effect of organizational climate on lecturer job performance in public universities in Anambra State, Nigeria. Based on the regression analysis conducted, the findings are summarized as follows:

1. Controlled organizational climate had a positive and statistically significant effect on operational performance of lecturers in public universities in Anambra State ($t = 17.959$, $p < 0.05$).
2. Familiar (parental) organizational climate had a positive and statistically significant effect on environmental performance of lecturers in public universities in Anambra State ($t = 29.023$, $p < 0.05$).
3. Autonomous organizational climate had a positive and statistically significant effect on contextual performance of lecturers in public universities in Anambra State ($t = 23.398$, $p < 0.05$).

CONCLUSION

Based on the findings of the study, it is concluded that organizational climate plays a critical role in determining lecturer job performance in public universities in Anambra State, Nigeria. The results revealed that controlled, familiar and autonomous organizational climates were found to positively and significantly affect different dimensions of lecturer job performance. The study therefore concluded that a supportive, transparent, participatory, and empowering organizational climate enhances lecturer performance and contributes to institutional effectiveness. Universities that cultivate positive organizational climates are more likely to achieve improved academic productivity, staff commitment, and long-term institutional sustainability. Based on the findings and conclusions of this study, the following recommendations are made:

1. **Enhance Leadership Transparency and Responsiveness:** University administrators should be transparent about institutional goals, policies, and challenges. Leaders should remain approachable and responsive to lecturers' concerns to build trust and morale.
2. **Adopt Supportive (Familiar/Parental) Practices:** Management should create a supportive work environment by offering flexible work arrangements where possible, recognizing staff contributions, and promoting a sense of belonging among lecturers.
3. **Encourage Professional Autonomy:** Universities should provide lecturers with reasonable academic freedom and independence in teaching, research, and community service. Autonomy enhances contextual performance and innovation.

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