

## INSTITUTIONAL CLIMATE AND GOAL ACHIEVEMENT IN PUBLIC UNIVERSITIES IN ADAMAWA STATE, NIGERIA

BY

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### Abstract

This study examined the relationship between institutional climate and goal achievement in public universities in Adamawa State, Nigeria. Descriptive research design was used in the study. The study selected 503 academic staff in public universities in Adamawa State as respondents. A research design questionnaire titled “Institutional Climate and Goal Achievement Questionnaire (ICGAQ)” was used as the research instrument. Two research questions were raised and four research hypotheses were formulated which were answered using frequency, mean rating and Pearson product-moment correlation statistics. The hypotheses formulated were tested at 0.05 level of significant. The findings showed that the level of Institutional Climate and Goal Achievement in public universities in Adamawa State were high with overall means of 2.96 and 2.83 respectively. A significant relationship existed between institutional climate and goal achievement in public universities in Adamawa State. The study recommended that Institutional climate variables such as interpersonal relationship, leadership and staff relationship, and quality of communication should be further enhanced since they all have significant relationship with public universities goal achievement in Adamawa State.

### Introduction

Education is a process of development and educational institutions are established for human development. Collins (2023) defined university as an institution where students study for degrees and where academic research is done. It can also be regarded as an institution of higher education having authority to award bachelor and higher degrees, usually having research facilities. Higher levels of academic success and goal accomplishment in university might result from an environment where staff and students feel safe, respected and comfortable. Whereas, the contrary may occur if there is a hostile institutional climate. In addition to ensuring effective teaching and learning, university authorities are also required to provide students and staff with educational, physical, and mental safety, as well as a favourable institutional climate. In universities, the institutional climate and goals achievement are intricately linked.

According to Sudarno and Sukmaningrum (2016), organizational climate refers to how individuals and groups within an organization perceive what occurs frequently in the organization's internal environment. Goal achievement refers to the extent to which an organization accomplishes its intended results. It is essential for organizational success, and it can be measured using a variety of indicators, such as financial performance, customer satisfaction, and employee engagement (Smart & Smart, 2015). The process by which a university sets and accomplishes its strategic and operational goals can be referred to as the concept of goal achievement. These objectives can be connected to a number of things, including academic excellence, student success, innovative research, and community involvement. The creation of a safe and supportive institutional climate for research, teaching, and learning might be hampered by elements like terrorism, insurgency, and intercommunal disputes (Oringanje, 2019).

As stated in the Federal Republic of Nigeria National Policy on Education (2014), the goals of the tertiary education include to: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of

Nigerians; provide high-quality career counselling and lifelong learning opportunity that prepare students with knowledge and skills for self-reliance; reduce skills shortages through the production of relevant skilled workers; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction. Kayode et al. (2014) opined that university goal achievement can be measured in terms of goals approach, system resource approach, internal process approach and strategic constituency approach. According to Kayode et al. (2014), the goal approach is best used in a place where the goals of the institutions are well defined. This approach concentrates on output in order to discover the indispensable functional objective which include benefit, innovation and quality of the product.

Therefore, the graduation rates are adopted in their study for the assessment of university goals achievement. In this era of globalization, the university system is expected to be accountable in their services, most especially in terms of the graduates produced. The two variables of institutional climate and goals achievement are interdependent. They are dynamically influenced by one another and are interrelated. These variables interact with one another and support one another, generating a positive feedback loop that can enhance the public universities' overall performance. It is the duty of the university authority to provide a favourable institutional climate to its students and staff.

### **Statement of the Problem**

Institutional climate in public universities in Adamawa State, Nigeria has been viewed to be characterised by a lack of trust, respect, and communication between students, faculty, and staff. Hence, one can say that issues on interpersonal relationship, leadership and staff relationship, and quality of communication are of great concern in public universities in Adamawa State, Nigeria. This can lead to a sense of disengagement and alienation among members of the university community, which can ultimately hinder the university's ability to achieve its goals. Jacob and Musa (2020) observed that the insecurity challenges facing Nigeria as a country is preventing effective administration and management of higher institutions in Nigeria. The North East of Nigeria has been ravaged by spates of violence and insecurity in the last two decades. Starting from cross border banditry occasioned by civil war in the neighbouring countries in the 1980s and 1990s, the region is currently going through a complex mix of security challenges, including armed banditry in the international border areas, different shades of communal violence (ethnic and religious violence in Bauchi, Taraba, Gombe and Adamawa states) and ferocious insurgency in almost all the six states. Although the Boko Haram insurgency is more in Borno, Yobe and Adamawa states, it has in many other ways affected each of the states in the region (Abdu, 2016).

Less attention has been given to elucidating how university staff assess the impact of institutional climate on the accomplishment of their university goals in Adamawa State public universities, North East of Nigeria. The relationship of these specific aspects of university culture has not been investigated during and after the Boko Haram insurgency. Since, no studies have focused on institutional climate and goal achievement, particularly in public universities in Adamawa state, Nigeria, this has created a gap that needs to be bridged through an extensive study of the relationship between institution climate and goal achievement in the public universities in Adamawa State, North East Nigeria.

### **Purpose of the Study**

The main purpose of this study is to ascertain the relationship between Institutional climate and goal achievement in Public Universities in Adamawa State, Nigeria. Specifically, the study seeks to achieve the following purposes:

- i. examine the level of institutional climate in Public Universities in Adamawa State, Nigeria;
- ii. investigate the level of goal achievement in Public Universities in Adamawa State, Nigeria;
- iii. determine the relationship between interpersonal relationship and goal achievement in Public Universities in Adamawa State, Nigeria;
- iv. determine the relationship between leadership and staff relationship and goal achievement in Public Universities in Adamawa State, Nigeria; and

- v. determine the relationship between quality of communication and goal achievement in Public Universities in Adamawa State, Nigeria.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the level of institutional climate in Public Universities in Adamawa State, Nigeria?
2. What is the level of goal achievement in Public Universities in Adamawa State, Nigeria?

### **Research Hypotheses**

For the purpose of this research, the following hypotheses were formulated and will be tested at 0.05 level of significance.

#### **Main Hypothesis**

**H<sub>0</sub>:** There is no significant relationship between institutional climate and goal achievement in Public Universities in Adamawa State, Nigeria.

#### **Operational Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between interpersonal relationship and goal achievement in Public Universities in Adamawa State, Nigeria;

**H<sub>02</sub>:** There is no significant relationship between leadership and staff relationship and goal achievement in Public Universities in Adamawa State, Nigeria;

**H<sub>03</sub>:** There is no significant relationship between quality of communication and goal achievement in Public Universities in Adamawa State, Nigeria.

### **Literature Review**

Gaunya (2016) investigated organizational climate and its influence on job satisfaction among Public Sector Employees in Kisii County, Kenya. The results of Gaunya (2016) study revealed that certain dimensions of organizational climate such as identity, conflict management and rewards do have a statistically significant positive relationship with job satisfaction. This had the implication that public sector employees in Kisii County, Kenya, were more satisfied with their work where organizational mission and objectives are in congruence with employees' personal beliefs. Ahmed et al., (2014) assessed the effect of organizational climate on job satisfaction of clinical instructors at the Faculty of Nursing in Cairo University, Egypt. A descriptive exploratory design was utilized to achieve the aim of the study. The study concluded that the clinical lecturers have moderate level of job satisfaction and organizational climate indication that there are positive correlations between organizational climate and job satisfaction dimensions.

Paâ and Omar's (2018) study on the effects of innovative organizational climate on organizational commitment in Malaysian higher education institutions argued that innovative organizational climate can be referred as organizational climate which encourages shared perception, creativity and innovative behaviour in the workplace. The findings of their study revealed a significant positive relationship between innovative organizational climate and organizational commitment. This generate an implication that the experiences of a supportive innovative organizational climate lead academics to affectively feel attached to their institutions, hence, strengthen their obligations to pursue new developments for their institutions, peers and themselves. Improving innovative organizational climate is a strategic decision to enhance the commitment among academics, thus increasing organizational achievement.

Semu and Tadesse's (2019) study on the perceived institutional climate and faculties' affective commitment: evidence from Ethiopian higher educational institutions has revealed that one of the most important factors for organizational goal achievement of any type is manpower working in different organizational climate. The findings of their study also revealed that there is significant relationship between four dimensions of organizational climate (management and leadership styles, fringe benefits and salary package, personnel policies and suitable career ladder) and affective dimension academicians' organizational commitment. They also showed that organizational climate has a significant role in determining academicians affective organizational commitment which is significant at  $p=.001$ .

Omolayo and Ajila (2012) investigated leadership style and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions in Ekiti State, Nigeria. Results showed that leadership styles and organizational climate have significant influence on job satisfaction. Also, significant influence of leadership styles and organizational climate was found on job involvement. In the same vein, significant relationship was found between job satisfaction and organizational climate; between job satisfaction and job involvement; and between organizational climate and job involvement. Using multilevel models with student and teacher data, Maxwell et al. (2017) investigated the effects of school climate and school identification on academic attainment. According to expectations, the findings of Maxwell et al.'s (2017) study demonstrate that students' evaluations of the school climate significantly account for writing and numeracy achievement, and that this influence is mediated by students' psychological affiliation with the school. Additionally, staff assessments of the school climate (despite controlling for student responses) explain students' success on tests of reading, writing, and math skills. However, the staff members' affiliation with their respective schools had little impact.

The physical and social aspects of the learning environment, or school climate, were looked at in the study conducted by Jain et al. (2015) to see whether they had an impact on academic attainment. This was accomplished by analysing the California School Climate Survey data and administrative data to determine how school climate varies by school-level factors in California. The results showed that teachers and staff at secondary schools, schools in big cities, schools that cater to low-income families, schools with a majority of Hispanic and Black students, and/or schools with low academic performance, reported less positive school climates than their counterparts, including staff-student relationships, norms and standards, student facilitative behaviors, and perceived safety.

Okoli and Godfrey (2018) carried out a study on organizational Climate and Job Satisfaction among Academic Staff: Experience from Selected Private Universities in South East, Nigeria. Findings from the study revealed there is a positive significant correlation between organizational climate and job satisfaction. The study by Okoli and Godfrey (2018) also shows a strong link between organizational climate and job happiness and finds two elements of organizational climate in particular (leadership style and academic freedom) that are crucial for job satisfaction. Koko & Princebale's (2023) study was conducted to ascertain the relationship between selected elements of total quality management (effective communication and Staff training) and educational goals achievement in polytechnics in Rivers State. The results showed that a positive, high and significant relationship existed between effective communication and educational goals achievement in the study area. The result also showed that a positive, high and significant relationship existed between staff training and educational goals achievement in the study area.

According to a study by Akinnubi et al. (2024), the school climate has a big impact on students' academic achievement, well-being, and overall school success. It is influenced by things like leadership, teacher-student interactions, safety, and discipline. The report went on to say that improving learning experiences and inspiring students to reach their objectives require a safe, supportive environment where they feel appreciated and respected. Numerous factors, such as student involvement, teacher-student connections, emotional well-being, discipline, and behaviour, all clearly show how the school climate affects academic performance (Darling-Hammond & Cook-Harvey, 2018; Đorđić, 2020; Wang & Degol, 2016). The academic performance, psychological health, social development, and prospects of students in Nigerian public schools are greatly impacted by the school climate and goal accomplishment framework (Adeyeye, 2023; Onafowope et al., 2024). Studies show that the school climate in Nigerian public schools has a major

impact on academic performance, which is necessary for achieving academic success (Atolagbe et al., 2020; Gbesoivi et al., 2023; Nwobodo et al., 2017; Onafowoje et al., 2024).

According to Akinnubi et al. (2024), the best way to advance academic achievement in Nigerian public schools is to give priority to improving the school climate through initiatives like goal achievement structures, student support services, professional development for teachers, and community involvement. The study by Thomas Moran and Volkwein (1988) in which organizational climate in institutions of higher education was examined also revealed that faculty at campuses with comparatively more positive climates report greater goal clarity and performance standards. In a study by Ajisafe and Togunloju (2023), the relationship between students' academic achievement and the condition of the school climate in South West, Nigerian secondary schools was examined. In this study, a descriptive survey design was used. The results indicated that students' academic performance was subpar, and the secondary schools' general school climate may have contributed to this. It was determined that the learning environment that both teachers and students experience has an impact on students' academic success. Among other things, it was suggested that school administrators and other secondary education system stakeholders should give students' academic success more thought by creating a positive work atmosphere for both teachers and students.

The study by Okoi et al. (2022) looked at how Calabar secondary school students' academic performance was affected by their school climate. The study's specific goal was to examine how much a student's academic performance is influenced by their physical surroundings and location. It was observed that the majority of the students were studying in classrooms with inadequate ventilation. The survey also found that classrooms lacked necessary equipment, ICT/computer labs were inadequately equipped, and physical facilities including libraries and laboratories were ill-equipped. These represent risks to students' academic achievement. For example, it was noted that the majority of the students have poor academic performance. In general, students find it challenging to meet their learning objectives and do well academically in settings that are not conducive to learning and do not provide the required physical amenities. The study's conclusions led to the recommendation that schools be situated away from areas that are vulnerable to noise and air pollution. Additionally, it was emphasised that schools' architecture must be constructed to provide enough ventilation. Last but not least, properly equipped libraries, science, and computer labs are essential.

A study conducted by Takwate (2021) examined the impact of school climate on the effectiveness of academic staff in tertiary institutions operated by Adamawa State. The results showed that teachers' relationships with students and other teachers, as well as administrators' leadership styles, all favourably affect academic staff efficacy. The respondents' mean opinions on the influence of administrators' leadership style, other school climate variables, and academic staff efficacy in tertiary institutions owned by Adamawa State did not differ significantly from each other, contrary to the null hypotheses. However, there was a significant difference in the respondents' mean opinions regarding the influence of the relationship between teachers and students and academic staff efficacy. Using a descriptive survey research approach, Takwate and Iranda's (2023) study investigated the impact of environmental factor variation on the academic performance of senior secondary school students in Adamawa State, Nigeria. The study found that students' academic performance is impacted by inadequate labs, poor ventilation, and classroom environments. In Fufore L.G.A., Adamawa State, senior secondary school students' academic performance, attitude, and accessibility to learning facilities were significantly impacted by inadequate instructional, qualified teachers, and school location.

The open and controlled administrative climates in senior secondary schools in Adamawa state were examined by Kwanti (2020) as potential indicators of teacher morale. The results of this study showed that teachers' morale was predicted by an open administrative climate. According to the results, school administrators should continue to have an open door policy in order to build strong relationships with the teachers and raise their morale. They should also make sure that the teachers are dedicated to their professional responsibilities. The government should offer instructional facilities in schools to support teaching and learning, and workshops and seminars should be organised for educators to refresh their skills. Usman and Dabai's (2020) study investigated Boko Haram Insurgency: repercussions on Educational Institutions in Adamawa State, Nigeria. They opined that Boko Haram's attacks on

colleges, universities, polytechnics, secondary and primary schools have caused havoc in the education sector. The study found that the 2014 insurgency in Adamawa State which affected Adamawa State University in Mubi and Federal Polytechnic in Mubi, which were shut down for one academic session after being overrun by the insurgents, had an impact on teaching, learning, research, manpower, structures, and community services. The two educational institutions are affected by the attack's aftermath. Staff and students' coping mechanisms are impacted by this. According to the report, the government should offer sufficient assistance to staff and students of the institutions that are dealing with the fallout from Boko Haram, as well as sufficient security to prevent the insurgency from reoccurring in the impacted areas. Shalangwa and Iwuamad's (2021) study revealed that the situation has significantly improved as the militants (The *Jama'atuahlus-sunnah lidda'awati wal Jihad* commonly referred to as *Boko Haram*) have significantly deteriorated and many of the regions they once controlled have been freed, with the exception of Madagali LGA, which is still primarily under their control.

### **Methodology**

Research design of descriptive correlational type was adopted for the study. The target population for the study consist all the lecturers serving in the public universities in Adamawa state of Nigeria. There are two public universities in Adamawa state namely: Modibbo Adama University, Yola and Adamawa State University, Mubi. The combined population of lecturers in the two public universities is 1449, and the selected sample is 503 using Research Advisor (2006). A well-structured questionnaire comprising of closed-ended statements, and tagged Institutional Climate and Goal Achievement Questionnaire (ICGAQ) was used. It contained a total of 68 items. Experts from the department of Educational Management and counselling, Al-Hikmah University, Ilorin, Nigeria scrutinized the items to ascertain their validity. Internal consistency reliability method of estimation with the use of Cronbach's Alpha was adopted for the reliability test. The instrument (questionnaire) was administered to lecturers of Kwara State University, Malete. The responses obtained after the administration were subjected to analysis using Cronbach's Alpha analysis to determine the reliability coefficient of the instrument. A Cronbach's Alpha coefficients of 0.858 and 0.792 were obtained for the institutional climate and university goal achievement respectively.

For the purpose of data collection, a letter of introduction was obtained from the office of the Head of Department, Educational Management and Counselling, Faculty of Education, Al-Hikmah University, Ilorin for permission from the university management of the sampled universities to allow the researcher to use their universities and lecturers for the study. In each university visited, two research assistants were employed in the administration of the instrument, one week was used for the administration of the questionnaire in each of the university. A total number of 503 questionnaire were distributed while 422 (84%) were retrieved. Inferential and descriptive statistics was used to analyze the data for the study. Two research questions were generated and were answered using mean rating. The mean rating ranges from 1.0 - 2.49 is regarded as low, while 2.50 - 4.0 is regarded as high, this was used to determine the level of institutional climate and goals achievement in public universities in Adamawa State. SPSS version 22 was used to conduct the statistical analysis. Also, Inferential Statistics of Pearson's Product Moment Correlation (PPMC) was used to test the four hypotheses at 0.05 level of significance.

**Results**

Research question one:

What is the level of institutional climate in Public Universities in Adamawa State, Nigeria?

**Table 1**

*Level of institutional climate in Public Universities in Adamawa State, Nigeria* *n=422*

S/N	Items	SA	A	D	SD	Mean	Remark
1.	Interpersonal relationship	102.0	257.7	57.6	4.7	3.08	High
2.	Leadership and staff relationship	102.4	194.4	108.3	16.9	2.91	High
3.	Quality of communication	76.2	234.5	95.7	15.6	2.88	High
	Overall Mean					2.96	High

Mean of 0.00-2.49=Low and 2.50-54.00=High

Evidence from the descriptive statistics in Table 1 revealed that the level of institutional climate in public university in Adamawa State was high with mean scores of 2.96. The mean score obtained ranges from 2.88 to 3.08, which shows the mean scores for the questionnaire items were high. The result obtained therefore indicated that the level of institutional climate was high in the public universities in Adamawa State of Nigeria.

Research question two:

What is the level of goal achievement in Public Universities in Adamawa State, Nigeria?

**Table 2**

*Level of goal achievement in Public Universities in Adamawa State, Nigeria* *n=422*

S/N	Items	SA	A	D	SD	Mean	Remark
1.	Research engagement and output	5.60	323.10	85.10	8.20	2.77	High
2.	Community services	50.11	177.56	117.89	22.44	2.61	High
3.	Fulfilling the nation workforce needs	89.70	238.10	81.00	13.20	2.96	High
4.	Avenue for social mobility	106.89	209.11	90.89	15.11	2.97	High
	Overall Mean					2.83	High

Mean of 0.00-2.49=Low and 2.50-54.00=High

From the descriptive statistics in Table 2, it was revealed that the level goal achievement in public university in Adamawa State was high with mean scores of 2.83. The mean score obtained ranges from 2.61 to 2.97, which shows the mean scores for the questionnaire items were high. The result obtained therefore indicated that the level of goal achievement was high in the public universities in Adamawa State of Nigeria.

**Hypotheses Testing**

**Ho:** There is no significant relationship between institutional climate and goal achievement in Public Universities in Adamawa State, Nigeria.

**Table 3**

*PPMC analysis for Institutional climate and Goal achievement in Public Universities in Adamawa State, Nigeria*

Variable	N	Mean	SD	Df	Cal.R Value	Cal. P. Value	Decision
Institutional climate	422	2.96	.438				Ho Rejected
Goal achievement	422	2.83	.295	420	.923	.000	

Table 3 shows that the calculated p-value (0.000) is less than the set pre-determined significant level of (0.05) for 420 degree of freedom: Hence, the null hypothesis which state that there is no significance relationship between institutional climate and goal achievement in public universities in Adamawa State, Nigeria was rejected. This implies that a significant relationship existed between institutional climate and goal achievement in public universities in Adamawa State, Nigeria.

**Ho<sub>1</sub>:** There is no significant relationship between interpersonal relationship and goal achievement in Public Universities in Adamawa State, Nigeria;

**Table 4**

*PPMC analysis for Interpersonal relationship and Goal achievement in Public Universities in Adamawa State, Nigeria*

Variable	N	Mean	SD	Df	Cal. R Value	Cal. P. Value	Decision
Interpersonal relationship	422	3.09	.426				Ho <sub>1</sub> Rejected
				420	.866	.000	
Goal achievement	422	2.83	.295				

Table 4 shows that the computed p-value of (0.000) is less than the set significant level of (0.05) at 420 degree of freedom. Thus, the null hypothesis that there is no significant relationship between interpersonal relationship and goal achievement in public universities in Adamawa State, Nigeria was rejected. This indicates that a significant relationship existed between interpersonal relationship and goal achievement in public universities in Adamawa State, Nigeria.

**Ho<sub>2</sub>:** There is no significant relationship between leadership and staff relationship and goal achievement in Public Universities in Adamawa State, Nigeria;

**Table 5**

*PPMC analysis for Leadership and staff relationship and Goal achievement in Public Universities in Adamawa State, Nigeria*

Variable	N	Mean	SD	Df	Cal. R Value	Cal. P. Value	Decision
Leadership and staff relationship	422	2.91	.557				Ho <sub>2</sub> Rejected
				420	.928	.000	
Goal achievement	422	2.83	.295				

From Table 5, the calculated p-value of 0.000 is less than the set significant level of 0.05 at 420 degree of freedom. Hence, the null hypothesis was rejected, which implies that there was a significant relationship between leadership and staff relationship and goal achievement in public universities in Adamawa State, Nigeria.

**Ho<sub>3</sub>:** There is no significant relationship between quality of communication and goal achievement in Public Universities in Adamawa State, Nigeria.

**Table 6**

*PPMC analysis for Quality of communication and Goal achievement in Public Universities in Adamawa State, Nigeria*

Variable	N	Mean	SD	Df	Cal. R Value	Cal. P. Value	Decision
Quality of communication	422	2.88	.406	420	.802	.000	Ho <sub>3</sub> Rejected
Goal achievement	422	2.83	.295				

Table 6 shows that the calculated p-value (0.000) is less than the predetermined value of 0.05 on a degree of freedom of 420. Based on this, the null hypothesis which state that there is no significant relationship between quality of communication and goals achievement in public universities in Adamawa State, Nigeria was rejected. This indicates a significant relationship existed between quality of communication and goal achievement in public universities in Adamawa State, Nigeria.

### **Discussion**

Based on the research question one, the finding of the study has showed in Table 1 revealed that the level of institutional climate was high in the public universities in Adamawa State of Nigeria with a mean score of 2.96. A mean score of 2.96 suggests a high level of institutional climate in the public university in Adamawa State. This is a positive finding, indicating a generally favorable perception of the university environment among academic staff. Even though the creation of a safe and supportive institutional climate for research, teaching, and learning might be hampered by elements like terrorism, insurgency, and intercommunal disputes (Oringanje, 2019), this is a sign that the situation has significantly improved as stated by Shalangwa and Iwuamad (2021). Some possible reasons might be due to: strong leadership that fosters a positive and productive work environment; supportive faculty-student relationships; a sense of community among staff and students; Clear communication and decision-making processes; a focus on student success and professional development; and adequate resources and facilities that support learning and teaching.

Based on the research question two, the result obtained indicated that the level of goal achievement was high in the public universities in Adamawa State of Nigeria with a mean score of 2.83. A mean score of 2.83 suggests that the public universities in Adamawa State of Nigeria are making significant progress towards their goals. This is a moderately high score, indicating a positive achievement level. This level of goals achievement might be due to clear and achievable goals, effective strategies and supportive environment to cope with aftermath of Boko Haram insurgency. Earlier study by Usman and Dabai (2020) found that the 2014 insurgency in Adamawa State which affected Adamawa State University in Mubi and Federal Polytechnic in Mubi had an impact on teaching, learning, research, manpower, structures, and community services. The two educational institutions were affected by the attack's aftermath. Staff and students' coping mechanisms are impacted by this. Their study suggested that government should offer sufficient assistance to staff and students of the institutions that are dealing with the fallout from Boko Haram, as well as sufficient security to prevent the insurgency from reoccurring in the impacted areas.

As shown in Table 3, significant relationship existed between institutional climate and goal achievement in public universities in Adamawa State, Nigeria. In support of this, a study by Akinnubi et al. (2024) opined that the school climate has a big impact on students' academic achievement, well-being, and overall school success. Study by Kwanti (2020) also supported this finding by argued that teachers' morale was predicted by an open administrative climate. It also aligned with the results of study by Thomas Moran and Volkwein (1988) in which organizational climate in institutions of higher education was examined which revealed that faculty at campuses with comparatively more positive climates report greater goal clarity and performance standards. Furthermore, the present results go in line with Paà and Omar's (2018) study on the effects of innovative organizational climate on organizational commitment higher education institutions revealed a significant positive relationship between innovative organizational climate and

organizational commitment. This generate an implication that the experiences of a supportive innovative organizational climate lead academics to affectively feel attached to their institutions, hence, strengthen their obligations to pursue new developments for their institutions, peers and themselves. Improving innovative organizational climate is a strategic decision to enhance the commitment among academics, thus increasing organizational achievement.

This study finding also indicated that a significant relationship existed between interpersonal relationship and goal achievement in public universities in Adamawa State, Nigeria as showed in Table 4. This is in line with the finding of Gaunya (2016) which revealed that certain dimensions of organizational climate such as identity, conflict management and rewards do have a statistically significant positive relationship with job satisfaction. It is also similar to the report of Omolayo and Ajila (2012) on their study on the investigation of leadership style and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions since their results revealed that significant influence of leadership styles and organizational climate was found on job involvement. In the same vein, they found significant relationship between job satisfaction and organizational climate; between job satisfaction and job involvement; and between organizational climate and job involvement.

This study result, based on Table 5, showed that there was a significant relationship between leadership and staff relationship and goal achievement in public universities in Adamawa State, Nigeria. This study findings are in line with Omolayo and Ajila's (2012) study which results showed that leadership styles and organizational climate have significant influence on job satisfaction. Also, significant influence of leadership styles and organizational climate was found on job involvement. In the same vein, significant relationship was found between job satisfaction and organizational climate; between job satisfaction and job involvement; and between organizational climate and job involvement. A significant relationship existed between quality of communication and goal achievement in public universities in Adamawa State, Nigeria from the results of the study showed on Table 6. This concurred with Koko and Princebale (2023) study results which revealed that a positive, high and significant relationship existed between effective communication and educational goal achievement.

## **Conclusion**

The study revealed that the level institutional climate in public university in Adamawa State was high with mean scores of 2.96, and the level of goal achievement was high in the public universities in Adamawa State of Nigeria with mean scores of 2.83. From the findings, a significant relationship existed between institutional climate and goal achievement since the calculated p-value (0.000) is less than the set pre-determined significant level of (0.05) for 420 degree of freedom. A significant relationship also existed between interpersonal relationship and goal achievement, and there was a significant relationship between leadership and staff relationship and goal achievement in public universities in Adamawa State, Nigeria. Moreover, a significant relationship existed between quality of communication and goal achievement in public universities in Adamawa State, Nigeria.

## **Recommendations**

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

1. Public universities management and other stakeholders concern should keep the tempo of raising the level of institutional climate as well initiate more innovative institutional climate.
2. Public universities management and other stakeholders concern should keep the tempo of raising the level of goal achievement.
3. University authority should further enhance institutional climate since it has a high significant relationship with institutional goal achievement.

4. Institutional climate variables such as interpersonal relationship, leadership and staff relationship, and quality of communication should be further enhanced since they all have significant relationship with public universities goal achievement in Adamawa State.
5. Further research into the perspectives of other stakeholders (students and non-teaching staff) could reveal areas where improvement is needed in the future since this study used only academic staff.

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