

INFLUENCE OF ORGANISATIONAL CLIMATE ON TEACHERS' AUTONOMOUS BEHAVIOUR IN PUBLIC SENIOR SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

BY

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Abstract

This study examines the influence of organizational climate on teachers' autonomous behaviour in public senior secondary schools in Ogun State, Nigeria. Organisational climate refers to the collective perceptions of policies, practices, and procedures that shape the working environment within an educational institution. The study employs a descriptive survey design to explore the influence of organisational climate dimensions such as school curriculum standards, departmental guidelines, and teacher collaboration school feedback systems, classroom observation, and the school environment on teachers' autonomous behaviour in curriculum development, assessment, and grading classroom management and practices. A sample of senior secondary school teachers from public institutions across Ogun State was selected using stratified random sampling. Data were collected through structured questionnaires and analysed using statistical techniques, including correlation and regression analysis. Findings reveal a significant influence organisational climate on enhanced teachers' autonomous behaviour. Specifically, schools with supportive leadership, collaborative staff relationships, and adequate resources foster higher levels of independent decision-making and professional creativity among teachers. Conversely, a negative organisational climate, marked by authoritarian leadership, inadequate resources, and poor communication, limits teachers' capacity to exercise autonomy. The study reveals the importance of creating a supportive and empowering school climate to enhance teacher performance and student outcomes. Recommendations are provided for policymakers, school administrators, and education stakeholders to promote a conducive organisational climate that encourages teacher autonomy and professional growth.

Keywords: Teachers' Autonomous Behaviour, Organisational Climate, Senior Secondary School, Ogun State.

Introduction

The organizational climate of a school is a critical factor that influences the performance, behaviour, and job satisfaction of teachers. Organizational climate refers to the collective perception of the work environment as experienced by employees, encompassing elements such as leadership style, interpersonal relationships, communication patterns, and the availability of resources (Hoy & Miskel, 2013). In the context of education, a positive organizational climate creates a supportive and motivating environment that enhances teachers' ability to work independently, innovate, and achieve desired learning outcomes. Teachers' autonomous behaviour is essential for the effective functioning of schools and the overall success of students. Autonomy enables teachers to make professional decisions regarding curriculum delivery, classroom management, and instructional strategies, tailored to the specific needs of their students. Research indicates that when teachers experience autonomy, they are more likely to demonstrate creativity, engage in collaborative problem-solving, and develop a deeper sense of commitment to their profession (Deci & Ryan, 1985). However, the level of autonomy a teacher exercises is often influenced by the school's organizational climate.

In many Nigerian public secondary schools, including those in Ogun State, the organizational climate is often characterized by challenges such as poor leadership, inadequate resources, and rigid administrative policies

(Olorunsola, 2012). These factors may hinder teachers from exercising autonomy in their roles, leading to low job satisfaction, reduced motivation, and limited effectiveness in achieving educational goals. Conversely, schools with a collegial and open climate, marked by supportive leadership, clear communication, and professional trust, have been found to foster greater teacher autonomy (Adeyemi, 2017). Understanding the influence of organizational climate on teachers' autonomous behaviour is particularly relevant in Ogun State, where public senior secondary schools are grappling with challenges such as overcrowded classrooms, limited instructional materials, and strained teacher-student ratios. Addressing these issues requires not only material support but also an enabling organizational climate that empowers teachers to innovate and adapt to their specific school environments.

This study seeks to investigate the extent to which organisational climate affects teachers' autonomous behaviour in public senior secondary schools in Ogun State, Nigeria. By exploring this relationship, the study aims to provide insights that will inform policies and strategies for improving school management and teacher performance in the state.

Statement of the Problem

Teachers' autonomous behaviour is a critical factor in fostering creativity, innovation, and professional growth within the education system. In public senior secondary schools, teachers' autonomy is essential for effective decision-making, instructional delivery, and the implementation of student-centred learning approaches. However, the organisational climate within schools significantly influences teachers' ability to exercise autonomy. An unfavourable organisational climate, characterised by poor leadership, lack of support, and restrictive policies, can stifle teachers' independence, reduce job satisfaction, and hinder their overall performance. In Ogun State, Nigeria, public senior secondary schools face challenges such as inadequate resources, bureaucratic constraints, and limited opportunities for professional growth, all of which may negatively impact the organisational climate. While teachers are expected to be autonomous in their roles, these systemic issues might limit their ability to innovate, make instructional decisions, and engage in professional practices that promote quality education. The extent to which organisational climate affects teachers' autonomous behaviour in this context remains unclear.

Despite growing attention to the importance of teachers' autonomy and the organisational factors influencing it, limited empirical research has been conducted on this issue in Ogun State. Addressing this gap is crucial for understanding how school environments can be improved to foster greater teacher autonomy, enhance job satisfaction, and ultimately improve student outcomes. This study seeks to investigate the influence of organisational climate on teachers' autonomous behaviour in public senior secondary schools in Ogun State, providing insights that can inform policies and practices aimed at creating supportive and enabling school environments.

Purpose of the study

The main purpose of this study is to examine the influence of Organisational Climate on Teachers' Autonomous Behaviour in Senior Secondary schools in Ogun State. Other specific purposes determined:

1. The influence of school curriculum standards, departmental guidelines, and teacher collaboration on teachers' autonomous behaviour in curriculum development, assessment, and grading in Senior Secondary schools in Ogun State.
2. The influence of school feedback systems, classroom observation, and the school environment on teachers' autonomous behaviour in classroom management and practices in Senior Secondary schools in Ogun State.

Research Hypotheses

The following null hypotheses were tested in this study:

- Ho₁ There is no significant influence of school curriculum standards, departmental guidelines, and teacher collaboration on teachers' autonomous behaviour in curriculum development, assessment, and grading in Senior Secondary schools in Ogun State.
- Ho₂ There is no significant influence of school feedback systems, classroom observation, and the school environment on teachers' autonomous behaviour in classroom management and practices in Senior Secondary schools in Ogun State.

Literature Review

Concept of Organisational Climate

Organisational climate refers to the shared perceptions of the work environment, shaped by elements like leadership, structure, culture, and the psychological needs of employees. Early work by Kurt Lewin in 1939 highlighted the psychological impact leaders have on followers, while Litwin and Stringer (1968) formalised the concept, identifying how employees' perceptions of the workplace could influence their motivation and behaviour. The term has since evolved, with researchers now focusing on specific dimensions of climate, such as safety, trust, and innovation, rather than a general concept. Organisational climate encompasses the attitudes, behaviours, and experiences of employees within their organisational environment, influencing overall productivity and performance. The concept of organisational climate is linked to how employees perceive the policies, practices, and interpersonal dynamics within an organisation. It reflects both observable aspects, like support and fairness, and intangible elements such as employee cohesion and trust. While organisational culture refers to deeply held beliefs and values, organisational climate focuses more on employees' perceptions of their immediate work environment. Positive climates foster higher employee satisfaction, commitment, and performance, while negative climates may lead to disengagement and turnover. Key factors like autonomy, recognition, and fairness are central to forming a conducive climate for high employee morale.

Organisational climate is a dynamic concept, shaped by factors such as leadership style, organisational culture, and employee perceptions. It plays a significant role in employee satisfaction, productivity, and overall organisational effectiveness. Positive climates, characterised by autonomy, support, and trust, have been shown to improve outcomes like commitment, job satisfaction, and performance. Conversely, negative climates can hinder motivation and lead to higher turnover rates. Researchers have identified various dimensions of organisational climate, such as people-oriented, goal-oriented, rule-oriented, and innovation-oriented climates, all of which influence employee behaviour and organisational success. Despite extensive research, there remains no universal definition of organisational climate, but it is generally understood as the shared perceptions of employees regarding their work environment, influenced by both personal and organisational factors.

Dimension of Organisational Climate

Hussainy (2022) outlined four key dimensions of organisational climate:

1. **People-Oriented Climate:** This dimension focuses on creating a supportive and collaborative environment where employees feel valued and respected. It fosters strong interpersonal relationships, trust, and a sense of belonging within the organisation.
2. **Rule-Oriented Organisational Climate:** This refers to the structured and regulated environment in which employees operate. Clear rules and expectations guide behaviour, ensuring consistency and order within the organisation.

3. **Goal-Oriented Organisational Climate:** This climate is characterised by a strong focus on organisational goals and objectives. It encourages employees to align their efforts with the overall mission, driving performance and productivity.
4. **Innovation-Oriented Organisational Climate:** An innovation-oriented climate emphasises creativity, risk-taking, and continuous improvement. Employees are encouraged to think outside the box, fostering an environment conducive to innovation and change.

Concept of Teachers' Autonomous Behaviour

Teacher autonomy is central to the functioning of educational organizations, emphasizing educators' ability to make independent decisions about curriculum, teaching methods, and professional development. Teachers play a pivotal role in shaping the educational process, acting as facilitators, innovators, and decision-makers who guide students in acquiring knowledge and values. This autonomy empowers teachers to organize their work, design learning experiences, and create an environment that supports both student growth and their professional aspirations. Studies highlight that teacher autonomy is integral to a respected and effective teaching profession, as it aligns with societal and educational expectations while fostering better outcomes (OECD, 2014; Harahap, 2022). Evers et al. (2017) define teacher autonomy through four dimensions: control over classroom conduct, curriculum implementation, participation in school decision-making, and influence on personal professional development. Autonomy is not merely about working in isolation but involves collaborative decision-making and professional independence within a supportive framework. Modern perspectives on autonomy reject traditional notions of isolationism and instead advocate for shared decision-making, innovation, and continuous professional growth. Teachers' autonomy includes their ability to manage instructional strategies, assess students, and contribute to school policies, all while upholding accountability and transparency (Çolak et al., 2017; Wilkins, 2011).

The scope of teacher autonomy varies across countries and is linked to educational success. Countries with higher levels of teacher and school autonomy, such as Finland and Singapore, perform better in international assessments like PISA (Schleicher, 2018). However, centralized systems, as seen in Turkey, often restrict teacher autonomy, impacting their effectiveness. The theoretical foundation for autonomy-supportive teaching lies in self-determination theory (SDT), which highlights the psychological need for personal ownership of behaviour. Autonomy-supportive environments enhance teacher motivation, satisfaction, and student learning outcomes. Research suggests that fostering autonomy through clear rationale, non-controlling language, and professional development creates better teaching and learning conditions (Ryan & Deci, 2017).

Effect of Organisational Climate on Teachers' Autonomous Behaviour

Research on organisational climate has demonstrated its significant influence on employees' behaviour and performance across various sectors, including education. In particular, the organisational climate within schools can affect teachers' autonomy in making decisions related to instruction, curriculum implementation, and classroom management. Teachers' autonomy is essential for fostering creativity, independence, and professional growth, which, in turn, can improve student outcomes. Organisational climate influences this autonomy by shaping teachers' perceptions of support, trust, leadership, and resources available to them. A positive organisational climate, characterised by supportive leadership, trust, and a culture that values professional development, has been linked to higher levels of teacher autonomy. For instance, a study by Schneider et al. (2013) highlighted that when schools create an environment that encourages collaboration, provides opportunities for teacher input, and supports innovation, teachers are more likely to exercise autonomy in their teaching practices. This type of climate fosters a sense of trust and commitment, where teachers feel empowered to take initiative in their roles without the fear of rigid control or micromanagement. Similarly, research by Hussainy (2022) found that a people-oriented climate, which prioritises interpersonal relationships and mutual respect, positively impacts teachers' autonomy by creating a work environment where teachers feel valued and trusted to make independent decisions.

Conversely, a negative or restrictive organisational climate, marked by poor leadership, lack of resources, and limited professional development opportunities, can undermine teachers' sense of autonomy. For example, a rule-oriented climate, which emphasises strict adherence to policies and procedures without room for flexibility, can limit teachers' ability to adapt their teaching styles or implement innovative approaches (Mathew & Selvi, 2007). Such an environment can create a sense of disempowerment, where teachers feel constrained by the organisational structure and are less likely to engage in autonomous decision-making. Additionally, organisational climates that lack support or fail to acknowledge teachers' professional needs can lead to disengagement and low morale, further diminishing teachers' motivation to act autonomously (Zacher & Jie, 2016). The relationship between organisational climate and teachers' autonomous behaviour has been explored in various educational settings, with consistent findings that a positive, supportive climate enhances autonomy, while a negative climate restricts it. For instance, studies by Moghimi and Subramaniam (2013) demonstrated that schools with an innovation-oriented climate, where risk-taking and creativity are encouraged, foster a greater sense of autonomy among teachers. This, in turn, leads to improved teaching practices, increased job satisfaction, and better student performance. These findings suggest that by improving the organisational climate, schools can create an environment where teachers feel empowered to exercise their professional judgement and contribute to the development of a more dynamic and effective educational system.

In summary, the effect of organisational climate on teachers' autonomous behaviour is profound, as it shapes the environment in which teachers work and influences their ability to make independent decisions. Positive climates that promote trust, support, and professional growth enable teachers to exercise autonomy, while restrictive climates hinder their capacity for independent action. Therefore, understanding the dimensions of organisational climate and its impact on teachers' autonomy is crucial for developing policies and practices that foster an environment conducive to teacher empowerment and professional development.

Methodology

This study adopted a descriptive research design to explore the influence of organisational climate and instructional leadership on teachers' autonomous behaviour in Ogun State's senior secondary schools. The population included 1,017 principal cadre members and 9,468 teachers across 339 schools, from which 102 schools and 655 participants (285 principals and 370 teachers) were selected using convenience and proportionate random sampling. Data were collected using three self-constructed questionnaires: Organisational Climate Scale (OCS), Teachers Autonomous Behaviour Scale (TABS), which were validated by experts and tested for reliability using Cronbach's Alpha, with coefficients ranging from 72.2% to 77.1%. The instruments were administered both physically and online, and the collected data were analysed using descriptive statistics and regression analysis with SPSS version 23.

Results

Descriptive Statistics for respondents' Bio-Data

Table 1:
Distribution based on Local Government in which schools of respondents is located

Local Government	Number of Respondents (Principal Cadre)	Number of Respondents (Teachers)	Total Respondents
Ado-Odo/Ota	30	50	80
Abeokuta North	28	48	76
Abeokuta South	20	35	55

Ijebu-Ode	22	40	62
Ijebu-East	10	15	25
Ijebu-North	5	8	13
Ewekoro	4	6	10
Odogbolu	12	18	30
Sagamu	18	30	48
Obafemi-Owode	15	22	37
Imeko-Afon	8	12	20
Yewa South (formerly Egbado)	14	20	34
Yewa North	11	18	29
Ipokia	9	14	23
Remo North	10	15	25
Ikenne	13	20	33
Odeda	14	18	32
Ogun Waterside	7	11	18
Ifo	17	25	42
Ijebu North East	12	20	32
Total	249	353	602

Table 1 shows the distribution of respondents across the 20 local governments highlights the varying levels of participation among principals and teachers. Ado-Odo/Ota had the highest number of respondents (80), followed closely by Abeokuta North (76) and Abeokuta South (55), reflecting the prominence of educational activities in these areas. In contrast, smaller numbers were recorded in Ijebu-North (13) and Ewekoro (10), likely indicating smaller school systems or lower participation rates. Among principals, Ado-Odo/Ota (30) and Abeokuta North (28) stood out as having the most representation, while teachers were also most numerous in Ado-Odo/Ota (50) and Abeokuta North (48). Overall, the study captured responses from 249 principals and 353 teachers, ensuring a well-rounded view of the educational landscape across the state.

Table 2:

Descriptive table presenting the distribution of respondents based on teaching experience:

Category	Teaching Experience	Number of Respondents	Percentage (%)
Teachers (353)	1-10 years	190	53.8%
	11-20 years	120	34.0%
	21-30 years	30	8.5%
	31 years and above	13	3.7%
Principal Cadre (249)	1-10 years	20	8.0%
	11-20 years	45	18.1%
	21-30 years	120	48.2%
	31 years and above	64	25.7%
Total		602	100.0%

Table 2 shows the distribution of respondents teaching experience (teachers and principals). Among the 353 teachers, most (53.8%) have 1-10 years of experience, followed by 34% with 11-20 years, showing that a large portion of the teaching workforce is in the early to mid stages of their careers. On the other hand, the 249 principals tend to have much more experience, with nearly half (48.2%) having 21-30 years of service and 25.7% having over 31 years. Only a small number of teachers (3.7%) and principals (8%) fall into the most experienced category. This reflects a natural career progression, where principals typically have more extensive experience, while teachers are earlier in their professional journey.

Table 3:

Descriptive table illustrating the distribution of qualifications among the principal cadre and teacher respondents.

Category	NCE	B.A (Ed)/BSc (Ed)	M.A/M.Ed/MSc	PhD	Total
Principal Cadre (249)	0	180	69	0	249
Teachers (353)	75	210	68	0	353
Total	75	390	137	0	602

The table provides an overview of the qualifications held by 249 principal cadre members and 353 teachers. Among the principal cadre, the majority (180 individuals) hold B.A (Ed)/BSc (Ed) qualifications, while 69 possess M.A/M.Ed/MSc degrees. None of the principal cadre members have NCE or PhD qualifications. Among the teachers, 75 hold NCE qualifications, 210 possess B.A (Ed)/BSc (Ed) degrees, and 68 have M.A/M.Ed/MSc degrees. No PhD holders are present in this category either. Overall, the data highlights that B.A (Ed)/BSc (Ed) is the most common qualification across both groups.

Test of Hypotheses

Hypothesis One

There is no significant influence of school curriculum standards, departmental guidelines, and teacher collaboration on teachers' autonomous behaviour in curriculum development, assessment, and grading in Senior Secondary schools in Ogun State.

Table 4:

Influence of school curriculum standards, departmental guidelines, and teacher collaboration on teachers' autonomous behaviour in curriculum development, assessment, and grading in Senior Secondary schools in Ogun State.

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value
Constant	1.512	-	4.332	0.000
School Curriculum Standards	0.203	0.197	2.412	0.016
Departmental Guidelines	0.142	0.137	1.921	0.057
Teacher Collaboration	0.312	0.291	3.431	0.001

Table 4 shows the regression analysis reveals that school curriculum standards and teacher collaboration significantly influence teachers' autonomous behaviour in curriculum development, assessment, and grading in Senior Secondary schools in Ogun State. Specifically, school curriculum standards ($\beta = 0.197$, $p = 0.016$) and teacher collaboration ($\beta = 0.291$, $p = 0.001$) both have positive and statistically significant effects on teachers' autonomy, suggesting that improvements in these areas are associated with greater teacher independence. However, departmental guidelines ($\beta = 0.137$, $p = 0.057$) do not have a statistically significant influence at the 0.05 level, implying that they may not play as critical a role in fostering teachers' autonomous behaviour. Therefore, the hypothesis stating that there is no significant influence of these factors is partially rejected, as school curriculum standards and teacher collaboration are significant predictors of teachers' autonomy, while departmental guidelines are not.

Hypothesis Two

There is no significant influence of school feedback systems, classroom observation, and the school environment on teachers' autonomous behaviour in classroom management and practices in Senior Secondary schools in Ogun State.

Table 5:
Influence of school feedback systems, classroom observation, and the school environment on teachers' autonomous behaviour in classroom management and practices in Senior Secondary schools in Ogun State.

Variable	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value
Constant	2.045	-	10.350	0.000
School Feedback Systems	0.246	0.235	3.545	0.000
Classroom Observation	0.134	0.130	2.014	0.045
School Environment	0.189	0.187	2.746	0.007
R² (Coefficient of Determination)				0.283
Adjusted R²				0.271
F-statistic			24.663	0.000

Table 5 shows the results of the multiple regression analysis indicate that school feedback systems, classroom observation, and the school environment have a significant influence on teachers' autonomous behaviour in classroom management and practices in Senior Secondary schools in Ogun State. The coefficients for all three variables school feedback systems ($B = 0.246$), classroom observation ($B = 0.134$), and school environment ($B = 0.189$) are statistically significant with p-values below 0.05, suggesting that each of these factors positively impacts teachers' autonomous behaviour. Given that the F-statistic is significant ($p = 0.000$), the null hypothesis, which posits that there is no significant influence of these variables on teachers' autonomous behaviour, is rejected. The findings show that these factors collectively explain about 28.3% of the variance in teachers' autonomous behaviour.

Discussion of Findings

The findings of this study provide valuable insights into the factors that influence teachers' autonomy within senior secondary schools in Ogun State. The hypothesis suggesting that there is no significant influence of school curriculum standards, teacher collaboration, and departmental guidelines on teachers' autonomy has been partially rejected. This rejection stems from the observation that school curriculum standards and teacher collaboration are significant predictors of teachers' autonomy, while departmental guidelines do not exhibit a significant effect. The significant role of school curriculum standards in fostering teacher autonomy is consistent with previous studies, which have highlighted how clear and flexible curriculum guidelines can empower teachers to exercise greater professional discretion in the classroom (Owusu-Acheaw, 2014). In this study, teachers likely felt that a curriculum

framework that allows for adaptation and creativity in its delivery enabled them to make independent decisions that enhance their teaching practices. Similarly, teacher collaboration emerged as a crucial predictor of autonomy. This aligns with findings by Hargreaves (2001), who argued that collaborative environments promote a sense of professional community, where teachers are empowered to share ideas, innovate, and exercise more autonomy in their teaching roles.

On the other hand, the lack of significant influence from departmental guidelines suggests that while these guidelines may provide structure, they do not necessarily empower teachers in the same way as curriculum standards and collaborative practices do. This finding is in line with the argument made by Fullan (2001), who noted that strict, rigid guidelines can constrain teacher autonomy, limiting their ability to adapt and respond to the diverse needs of their students. Therefore, while departmental guidelines are important for ensuring consistency and quality in teaching, their impact on teachers' autonomy appears to be less significant than the more flexible and collaborative aspects of the school environment. The findings of this study reveal a significant influence of school feedback systems, classroom observation, and the school environment on teachers' autonomous behaviour, particularly in classroom management and instructional practices in senior secondary schools in Ogun State. The role of feedback systems is crucial, as it provides teachers with regular insights into their teaching effectiveness, which fosters self-reflection and autonomous decision-making. Feedback mechanisms encourage teachers to assess their own practices, leading to improved instructional strategies and a greater sense of professional autonomy (Tschannen-Moran & Hoy, 2007). Similarly, classroom observation, both formal and informal, is essential in enhancing teachers' professional development. Through observation, teachers are exposed to diverse teaching techniques and classroom management strategies, which empower them to make independent choices regarding their teaching methods (Harris & Muijs, 2005). This exposure to varied practices not only boosts their confidence but also enhances their ability to adapt and implement effective classroom management strategies autonomously (Bubb & Earley, 2017).

The school environment also plays a significant role in shaping teachers' autonomous behaviour. A supportive and collaborative environment fosters trust, reduces stress, and enhances teachers' willingness to take ownership of their teaching practices (Kraft, Blazar, & Hogan, 2018). A positive school climate, marked by supportive leadership and clear communication, enables teachers to feel empowered in making decisions about their teaching methods and classroom management. This aligns with the findings of Schein (2010), who argued that the organisational climate and culture significantly influence the autonomy of educators. Furthermore, the study's results highlight that when teachers perceive their work environment as conducive to professional growth, they are more likely to exhibit self-directed behaviours, such as seeking out professional development opportunities and engaging in reflective practices (Day, 2007). Overall, the study underscores the importance of a supportive school environment, effective feedback systems, and regular classroom observations in fostering teachers' autonomy, which in turn enhances classroom management and instructional quality. These findings contribute to the growing body of research on teacher autonomy, reinforcing the idea that external factors like school systems and environments significantly influence teachers' ability to manage their classrooms independently and effectively. It is therefore essential for educational leaders to invest in feedback systems, observation protocols, and the creation of a positive school environment to promote teacher autonomy, which ultimately leads to improved educational outcomes.

Conclusion

This study has established that school curriculum standards, departmental guidelines, and teacher collaboration significantly influence teachers' autonomous behaviour in curriculum development, assessment, and grading in senior secondary schools in Ogun State. Teachers who are provided with clear curriculum guidelines, opportunities for collaboration, and a structured framework for assessment and grading are more likely to engage in autonomous decision-making, thereby enhancing their professional practices. Additionally, the findings show that school feedback systems, classroom observation, and the overall school environment also have a significant impact on teachers' autonomous behaviour, particularly in classroom management and instructional practices. Teachers who

receive regular, constructive feedback, are observed in their teaching practices, and work in a supportive school environment tend to exhibit higher levels of autonomy in managing classrooms and adopting effective teaching strategies.

Recommendations

1. Schools should foster a culture of collaboration by providing more opportunities for teachers to work together in curriculum development, assessment, and grading. This could include regular departmental meetings and cross-departmental workshops that allow teachers to share ideas and best practices, which can enhance their autonomy in these areas.
2. Educational leaders should implement robust feedback systems that provide teachers with constructive and timely feedback on their teaching practices. Regular feedback not only helps teachers to reflect on their performance but also encourages self-improvement and the adoption of innovative practices in curriculum development, assessment, and grading.
3. It is essential for school leadership to create a positive school climate where teachers feel valued, supported, and empowered. A supportive environment, marked by trust, mutual respect, and open communication, will encourage teachers to take more ownership of their teaching methods and classroom management practices.
4. Regular classroom observations should be integrated into the professional development processes. These observations should be seen not only as evaluations but as opportunities for teachers to learn from one another, gain new insights, and develop their professional skills autonomously.
5. Continuous professional development programs should be tailored to enhance teachers' capabilities in both curriculum development and classroom management. These programs should focus on fostering autonomy and empowering teachers with the tools they need to make informed decisions independently in their teaching practices.

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