

Organizational Climate and Teachers' Commitment as Predictors of Secondary School Teachers' Organizational Citizenship Behaviours in Plateau State, Nigeria

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Abstract

This study investigated the influence of organizational climate and teachers' commitment on organizational citizenship behaviours (OCB) among secondary school teachers in Mangu Local Government Area, Plateau State, Nigeria. This study employed a descriptive survey research design to investigate the influence of organizational climate and teachers' commitment on organizational citizenship behaviours (OCB) among secondary school teachers in Mangu Local Government Area, Plateau State. Using a multistage sampling technique, 120 teachers were selected from both urban and rural schools, and data were collected through a validated questionnaire (reliability coefficient = 0.91), with 117 valid responses analysed. Data analysis involved mean scores, standard deviations, and multiple regression at a 0.05 significance level. The results showed that teacher support systems, a positive school environment, and effective leadership practices all had mean scores above the 2.50 cut-off, indicating strong agreement on their positive impact on teacher well-being and student outcomes. The regression analysis revealed that both organizational climate and teachers' commitment significantly predicted OCB ($p < 0.05$), leading to the rejection of the null hypothesis. Based on these findings, it is recommended that schools strengthen teacher support systems, promote a positive and safe environment, enhance leadership practices, implement holistic strategies, and institutionalize continuous monitoring and evaluation. These measures are essential for fostering teacher engagement, organizational citizenship behaviours, and sustainable educational improvement in secondary schools.

Keywords: Organizational climate, teachers' commitment, organizational citizenship behaviour, secondary schools

INTRODUCTION

In Mangu Local Government Area, Plateau State, secondary school teachers navigate a dynamic and often challenging educational landscape. The interplay between organizational climate and teacher commitment is not merely an academic concern but a lived reality that shapes the daily experiences of educators. Teachers in this context frequently contend with limited resources, large class sizes, and evolving curricular demands, making the cultivation of a positive organizational climate both a necessity and a challenge (Ukashatu, 2023). A supportive climate marked by open communication, collaborative decision-making, and recognition of teacher contributions can mitigate stress and foster a sense of belonging (Prastiawan, 2020).

In an ideal educational environment, the management and organization of educational programmes in senior secondary schools would be efficient, accurate, and secure (Busa, Garba, & Idris, 2024). Teachers' commitment in Mangu is deeply rooted in their dedication to student success and professional ideals. Many educators view teaching as a calling, demonstrating resilience and creativity despite systemic obstacles (Crosswell & Elliott, 2004). Their willingness to engage in organisational citizenship behaviour (OCB) such as mentoring struggling students or volunteering for extracurricular activities reflects both personal values and the influence of a supportive school environment (Astudillo, 2024). However, when organizational climate is characterized by rigid hierarchies or lack of support, teachers may experience diminished motivation and reduced engagement in OCB (Freeman & Fields, 2020).

Job satisfaction remains a critical concern for secondary school teachers in Mangu, influencing both retention and performance. Teachers who feel valued, supported, and empowered are more likely to remain in the profession and contribute positively to school culture (Xia, 2024). Conversely, dissatisfaction can lead to burnout, absenteeism, and attrition, undermining educational quality (Otrębski, 2022). Leadership style is thus a central lever for change; principals who model transformational leadership and prioritize teacher well-being can create conditions that enable both commitment and OCB to flourish (Mahmutoğlu, 2025). The intricate relationships within the school environment highlight the challenge of encouraging teachers to go above and beyond their formal responsibilities. Addressing just one aspect of the educational setting is insufficient; instead, a comprehensive strategy that considers the broader context and multiple influences is necessary for lasting progress (Zimmer, 2021). In the distinctive setting of Mangu Local Government Area, studies that shed light on these complex interactions can guide the development of targeted support measures, inform policy adjustments, and shape professional growth opportunities. Such efforts are crucial for promoting both the well-being of educators and the academic success of students (Astudillo, 2024).

Organizational climate refers to the collective perceptions and attitudes of teachers regarding the policies, practices, and procedures within their school environment. It encompasses factors such as openness, autonomy, control, familiarity, and closure, all of which shape how teachers experience their workplace and interact with colleagues and school leadership (Prastiawan, 2020). A positive organizational climate is characterized by supportive leadership, collaborative work

culture, and clear communication, which together foster teacher satisfaction and reduce burnout (Otrębski, 2022). In the context of Nigerian secondary schools, a healthy organizational climate is vital for nurturing teachers' sense of belonging and encouraging discretionary efforts beyond formal job requirements (Ukashatu, 2023). The climate within a school not only impacts job satisfaction but also influences teachers' willingness to remain in the profession and actively contribute to school improvement (Xia, 2024).

Teachers' commitment is defined as the psychological attachment and loyalty that educators feel toward their school, students, and the teaching profession. This commitment manifests through a willingness to invest extra effort, adopt innovative teaching strategies, and persist in the face of challenges (Choi & Tang, 2009). Research consistently demonstrates that committed teachers are more likely to remain in their schools, demonstrate higher job performance, and positively influence student outcomes (Crosswell & Elliott, 2004). In Nigerian schools, the interplay between organizational and professional commitment is particularly salient, as teachers often navigate systemic challenges while striving to uphold educational standards (Ogunleye, 2014).

Organizational Citizenship Behaviour (OCB) refers to voluntary, extra-role actions by teachers that are not formally rewarded but contribute significantly to the effective functioning of the school (Zimmer, 2021). Examples include helping colleagues, mentoring students beyond classroom requirements, and participating in school improvement initiatives (Somech & Drach-Zahavy, 2000). OCB is essential in educational settings, where the complexity of teaching often necessitates going beyond prescribed duties (Astudillo, 2024). The prevalence and quality of OCB among teachers are closely linked to both organizational climate and teacher commitment; supportive environments and strong commitment foster greater engagement in OCB (Astudillo, 2024). In the Mangu Local Government Area, understanding the drivers of OCB is crucial for addressing teacher retention and improving school outcomes (Astudillo, 2024).

Job satisfaction captures teachers' overall contentment with their work environment, encompassing factors such as recognition, autonomy, workload, and interpersonal relationships (Otrębski, 2022). High job satisfaction is associated with increased teacher retention, lower burnout rates, and greater willingness to engage in OCB (Xia, 2024). In Nigerian secondary schools, job satisfaction is influenced by both organizational climate and leadership practices, highlighting the importance of supportive policies and professional development opportunities

(Ukashatu, 2023). Teachers who perceive their work environment as fair, supportive, and rewarding are more likely to demonstrate commitment and engage in behaviours that benefit the broader school community (Xia, 2024).

Leadership style particularly that of school administrators plays a pivotal role in shaping organizational climate and influencing teachers' commitment (Mahmutoğlu, 2025). Transformative leadership aims to encourage workers to meet new productivity standards. Teachers and students are empowered to establish and exceed goals when they are led by transformational leaders (Busa, Jamila, & Yahaya, 2023). Transformational leadership, which emphasizes vision, inspiration, and collaboration, has been shown to enhance teacher motivation, dedication, and OCB (Chaturvedi, 2019). In contrast, authoritarian or coercive leadership styles can undermine trust, diminish job satisfaction, and reduce discretionary effort (Freeman & Fields, 2020). The alignment between leadership practices and teachers' values is critical for sustaining high levels of commitment and OCB (DeMeuse, 2010).

Statement of the Problem

At the heart of education in Mangu Local Government Area lies a pressing challenge, many teachers are struggling to maintain the energy, motivation, and extra-mile dedication needed to truly transform their students' lives. Behind every lesson plan and classroom routine are educators who often feel overwhelmed by large class sizes, limited teaching resources, and the weight of high expectations. These daily realities can leave teachers feeling exhausted, undervalued, and disconnected from the sense of purpose that first drew them to the profession. This struggle is more than just an administrative concern it is a deeply human issue that affects the well-being of individuals who serve as role models and guides for the next generation. When teachers are stretched too thin and lack meaningful support, their ability to inspire, nurture, and support students diminishes. The ripple effects are felt in the classroom, where students may miss out on the encouragement, creative teaching, and personal attention that spark a love for learning and foster academic growth.

Without intentional efforts to address these challenges, the cycle of low morale, teacher burnout, and disengagement may continue, undermining the overall quality of education in the region. The need for a holistic and compassionate approach is clear: one that not only recognizes the

professional demands facing teachers but also honours their humanity, supports their well-being, and empowers them to create positive, lasting change for their students and their community.

Research Objectives

This study investigates Organizational Climate and Teachers' Commitment as Predictors of Secondary School Teachers' Organizational Citizenship Behaviours in Mangu Local Government Area, Plateau State. The specific objectives are:

1. To examine how the school environment influences the well-being of secondary school teachers in Mangu Local Government Area.
2. To determine the extent to which teacher support systems impact student academic achievement in secondary schools in Mangu Local Government Area.
3. To investigate the relationship between teacher motivation and classroom engagement in secondary schools in Mangu Local Government Area.
4. To analyse how leadership practices contribute to the development of a positive school culture in secondary schools in Mangu Local Government Area.
5. To evaluate the effectiveness of holistic approaches in improving both teacher well-being and student outcomes in secondary schools in Mangu Local Government Area.

Research Question

The following research questions guides the study

1. To what extent do school environment influence the well-being of secondary school teachers in Mangu Local Government Area?
2. How does the school environment influence the well-being of secondary school teachers in Mangu Local Government Area?
3. What is the relationship between teacher motivation and classroom engagement in secondary schools in Mangu Local Government Area?
4. How do leadership practices contribute to the development of a positive school culture in secondary schools in Mangu Local Government Area?
5. How effective are holistic approaches in improving both teacher well-being and student outcomes in secondary schools in Mangu Local Government Area?

Hypothesis

H₀: Organizational climate and teachers' commitment do not significantly predict secondary school teachers' organizational citizenship behaviours in Mangu Local Government Area, Plateau State.

METHODOLOGY

A descriptive survey research design was employed for this study. The population comprised all secondary school teachers in Mangu Local Government Area, Plateau State, totalling approximately 1,200 teachers across 35 public secondary schools. Using a multistage sampling technique, 120 teachers (10% of the population) were selected to ensure representation from both urban and rural schools. Data were collected with a structured and validated questionnaire titled “Organizational Climate, Teachers’ Commitment, and Organizational Citizenship Behaviour Questionnaire (OCTCOCBQ),” which had a reliability coefficient of 0.91. The researcher and two assistants administered 120 questionnaires, with 117 returned and found usable. Data analysis involved calculating mean scores and standard deviations for research questions and performing multiple regression analysis for hypothesis testing at a 0.05 significance level, using p-values to determine statistical significance.

RESULTS

Result: this section presents the analysis of the data following the chronological order of the research objective one to research objective 5 and one hypothesis. Data analysis involved calculating mean scores and standard deviations for research questions, and performing multiple regression analysis for hypothesis testing at a 0.05 significance level, using p-values to determine statistical significance.

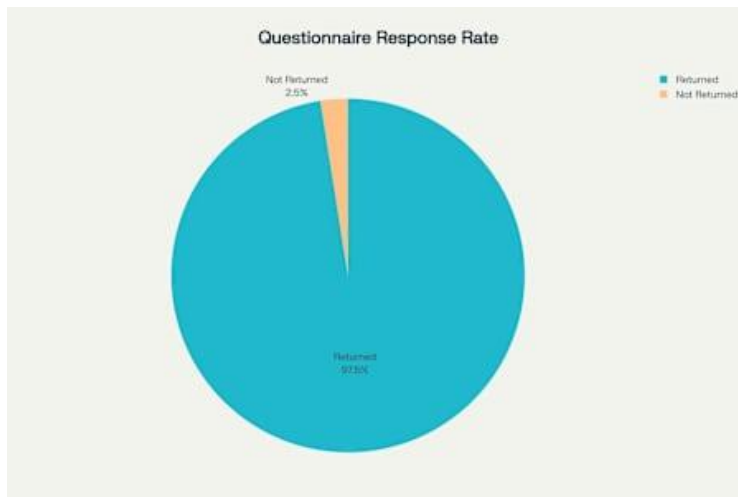
Response rate from the Questionnaire (OCTCOCBQ)

A total of 120 questionnaires were distributed to secondary school teachers in Mangu Local Government Area to gather data for this study. Of these, 117 were successfully completed and returned, while 3 were not retrieved. This yielded a high response rate, reflecting strong participation and engagement from the respondents. Table 1 presents the summary of the questionnaire response rate.

Table 1: Questionnaire Response Rate

| Category | Number Distributed | Number Returned | Response Rate (%) |
|-----------------------------|--------------------|-----------------|-------------------|
| Questionnaires Administered | 120 | 117 | 97.5 |
| Not Returned | 120 | 3 | 2.5 |

Table 1 presents the response rate for the administered questionnaires. Out of the 120 questionnaires distributed to secondary school teachers in Mangu Local Government Area, 117 were completed and returned, resulting in a high response rate of 97.5%. Only 3 questionnaires were not returned, accounting for a non-response rate of 2.5%. This high response rate indicates strong participation and engagement from the respondents, ensuring the reliability and representativeness of the data collected for this study.



Research Question 1: To what extent do teacher support systems impact student academic achievement in secondary schools in Mangu Local Government Area?

Table 1: Mean and Standard Deviation Scores for Impact of Teacher Support Systems on Student Academic Achievement

| S/N | Item Description | N | SA | A | D | SD | Mean | Std. Dev. | Decision |
|-----------------------------------|--------------------------------------------------|-----|----|----|----|----|------|-----------|----------|
| 1 | Mentoring programs help improve student results. | 117 | 38 | 49 | 19 | 11 | 2.83 | 0.81 | Agree |
| 2 | Professional development enhances teaching. | 117 | 42 | 44 | 21 | 10 | 2.86 | 0.79 | Agree |
| 3 | Peer collaboration benefits student learning. | 117 | 35 | 52 | 20 | 10 | 2.81 | 0.77 | Agree |
| 4 | Administrative support boosts student outcomes. | 117 | 40 | 48 | 20 | 9 | 2.86 | 0.80 | Agree |
| 5 | Resource provision raises academic achievement. | 117 | 37 | 50 | 22 | 8 | 2.85 | 0.78 | Agree |
| Cluster Mean and Std. Dev. | | | | | | | 2.84 | 0.79 | Agree |

Source: *Field Survey, 2025*

Table 1 shows that the mean ratings for all five items mentoring programs (2.83), professional development (2.86), peer collaboration (2.81), administrative support (2.86), and resource provision (2.85) are above the cut-off mark of 2.50, with corresponding standard deviations ranging from 0.77 to 0.81. This indicates that respondents generally agree that various aspects of teacher support systems positively impact student academic achievement in secondary schools in Mangu Local Government Area. Specifically, teachers highlighted the importance of mentoring and professional development in improving student results, while peer collaboration, administrative support, and resource provision were also seen as significant contributors to academic success. The cluster mean of 2.84, which exceeds the 2.50 threshold, along with a cluster standard deviation of 0.79, suggests a strong consensus among respondents. These findings demonstrate that teacher support systems are perceived as having a substantial and positive effect on student achievement in Plateau State.

Research Question 2: How does the school environment influence the well-being of secondary school teachers in Mangu Local Government Area?

Table 2: Mean and Standard Deviation Scores for Influence of School Environment on Teacher Well-being

| S/N | Item Description | N | SA | A | D | SD | Mean | Std. Dev. | Decision |
|-----------------------------------|-------------------------------------------------------------|-----|----|----|----|----|------|-----------|----------|
| 1 | The school environment is physically safe and secure. | 117 | 41 | 50 | 18 | 8 | 2.88 | 0.78 | Agree |
| 2 | There is mutual respect among staff and administration. | 117 | 39 | 48 | 21 | 9 | 2.84 | 0.80 | Agree |
| 3 | Teachers receive emotional and professional support. | 117 | 36 | 52 | 20 | 9 | 2.83 | 0.77 | Agree |
| 4 | The school promotes work-life balance for teachers. | 117 | 37 | 47 | 23 | 10 | 2.80 | 0.81 | Agree |
| 5 | The environment encourages open communication and feedback. | 117 | 38 | 49 | 20 | 10 | 2.82 | 0.79 | Agree |
| Cluster Mean and Std. Dev. | | | | | | | 2.83 | 0.79 | Agree |

Source: *Field Survey, 2025*

Table 2 presents the mean ratings and standard deviations for items assessing how the school environment influences the well-being of secondary school teachers in Mangu Local Government Area. All items recorded mean scores above the cut-off mark of 2.50, with values ranging from 2.80 to 2.88, and standard deviations between 0.77 and 0.81, indicating a high level of agreement

and consistency among respondents. These results suggest that teachers perceive the school environment as positively impacting their well-being, particularly through physical safety, mutual respect, emotional and professional support, promotion of work-life balance, and open communication. The cluster mean of 2.83 and a standard deviation of 0.79 further confirm that a supportive and respectful school environment is widely regarded as essential for enhancing teacher well-being in Plateau State.

Research Question 3: What is the relationship between teacher motivation and classroom engagement in secondary schools in Mangu Local Government Area?

Table 3: Mean and Standard Deviation Scores for Teacher Motivation and Classroom Engagement

| S/N | Item Description | N | SA | A | D | SD | Mean | Std. Dev. | Decision |
|-----------------------------------|----------------------------------------------------------|-----|----|----|----|----|------|-----------|----------|
| 1 | Motivated teachers actively involve students in lessons. | 117 | 40 | 52 | 17 | 8 | 2.89 | 0.77 | Agree |
| 2 | Teacher enthusiasm increases student participation. | 117 | 42 | 48 | 19 | 8 | 2.87 | 0.79 | Agree |
| 3 | Motivated teachers use diverse teaching strategies. | 117 | 39 | 51 | 19 | 8 | 2.85 | 0.78 | Agree |
| 4 | Teacher motivation leads to better classroom management. | 117 | 38 | 53 | 18 | 8 | 2.86 | 0.76 | Agree |
| 5 | Motivated teachers provide timely feedback to students. | 117 | 37 | 50 | 21 | 9 | 2.82 | 0.80 | Agree |
| Cluster Mean and Std. Dev. | | | | | | | 2.86 | 0.78 | Agree |

Source: *Field Survey, 2025*

Table 3 presents the mean and standard deviation scores for items assessing the relationship between teacher motivation and classroom engagement in secondary schools in Mangu Local Government Area. All items have mean scores above the cut-off point of 2.50, with values ranging from 2.82 to 2.89 and standard deviations between 0.76 and 0.80, indicating a strong level of agreement and consistency among respondents. These results suggest that teachers believe higher motivation leads to greater student involvement in lessons, increased student participation, more diverse teaching strategies, better classroom management, and more timely feedback. The cluster mean of 2.86 and standard deviation of 0.78 further confirm that motivated teachers are perceived to significantly enhance classroom engagement, highlighting the positive and influential relationship between teacher motivation and student involvement in the classroom environment.

Research Question 4: How do leadership practices contribute to the development of a positive school culture in secondary schools in Mangu Local Government Area?

Table 4: Mean and Standard Deviation Scores for Leadership Practices and Positive School Culture

| S/N | Item Description | N | SA | A | D | SD | Mean | Std. Dev. | Decision |
|-----------------------------------|------------------------------------------------------------|-----|----|----|----|----|------|-----------|----------|
| 1 | School leaders encourage collaboration among staff. | 117 | 44 | 49 | 17 | 7 | 2.93 | 0.74 | Agree |
| 2 | Leadership recognizes and rewards teachers' contributions. | 117 | 42 | 48 | 19 | 8 | 2.89 | 0.77 | Agree |
| 3 | Leaders promote open communication and feedback. | 117 | 41 | 50 | 18 | 8 | 2.88 | 0.78 | Agree |
| 4 | School leaders model ethical and respectful behavior. | 117 | 43 | 47 | 19 | 8 | 2.89 | 0.76 | Agree |
| 5 | Leadership supports professional development for staff. | 117 | 40 | 51 | 18 | 8 | 2.87 | 0.78 | Agree |
| Cluster Mean and Std. Dev. | | | | | | | 2.89 | 0.77 | Agree |

Source: *Field Survey, 2025*

Table 4 presents the mean and standard deviation scores for how leadership practices contribute to the development of a positive school culture in secondary schools in Mangu Local Government Area. All items recorded mean scores above the 2.50 cut-off, ranging from 2.87 to 2.93, with standard deviations between 0.74 and 0.78, indicating strong agreement and consistency among respondents. These results show that teachers perceive effective leadership practices such as encouraging staff collaboration, recognizing and rewarding contributions, promoting open communication, modelling ethical behaviour, and supporting professional development as essential to fostering a positive school culture. The cluster mean of 2.89 and standard deviation of 0.77 further confirm a high level of consensus that strong, supportive leadership is a key driver in building and sustaining a positive, collaborative, and ethical environment within secondary schools in Plateau State.

Research Question 5: How effective are holistic approaches in improving both teacher well-being and student outcomes in secondary schools in Mangu Local Government Area?

Table 5: Mean and Standard Deviation Scores for Effectiveness of Holistic Approaches on Teacher Well-being and Student Outcomes

| S/N | Item Description | N | SA | A | D | SD | Mean | Std. Dev. | Decision |
|-----------------------------------|----------------------------------------------------------------------------|-----|----|----|----|----|------|-----------|----------|
| 1 | Health and wellness programs improve teacher morale. | 117 | 43 | 49 | 17 | 8 | 2.92 | 0.75 | Agree |
| 2 | Social-emotional learning supports student academic progress. | 117 | 41 | 50 | 18 | 8 | 2.88 | 0.77 | Agree |
| 3 | Collaboration among teachers enhances both well-being and student success. | 117 | 42 | 48 | 19 | 8 | 2.88 | 0.78 | Agree |
| 4 | Leadership encourages a balanced workload for teachers. | 117 | 40 | 51 | 18 | 8 | 2.87 | 0.78 | Agree |
| 5 | Community and parental involvement boost school outcomes. | 117 | 39 | 52 | 18 | 8 | 2.86 | 0.77 | Agree |
| Cluster Mean and Std. Dev. | | | | | | | 2.88 | 0.77 | Agree |

Source: *Field Survey, 2025*

Table 5 presents the mean and standard deviation scores for the effectiveness of holistic approaches in improving both teacher well-being and student outcomes in secondary schools in Mangu Local Government Area. All items recorded mean scores above the 2.50 cut-off, ranging from 2.86 to 2.92, with standard deviations between 0.75 and 0.78, indicating strong agreement and consistency among respondents. These results suggest that teachers perceive holistic approaches such as health and wellness programs, social-emotional learning, collaboration, balanced workloads, and community involvement as highly effective in enhancing both their well-being and student achievement. The cluster mean of 2.88, with a standard deviation of 0.77, further confirms a broad consensus that implementing holistic strategies positively impacts the school environment, leading to improved outcomes for both teachers and students in Plateau State.

Hypothesis

H₀: Organizational climate and teachers' commitment do not significantly predict secondary school teachers' organizational citizenship behaviours in Mangu Local Government Area, Plateau State.

Table 3: Chi-square Analysis of the Significant Prediction of Organizational Climate and Teachers’ Commitment on Organizational Citizenship Behaviours

| Responses | SA | A | D | SD | df | P-value | Remark |
|--------------------|-------|-------|-------|-------|----|---------|--------|
| Observed Frequency | 38 | 49 | 19 | 11 | 3 | 0.000 | Sig. |
| Expected Frequency | 29.25 | 29.25 | 29.25 | 29.25 | | | |

P = .000 < 0.05; DF = 3

The Chi-square analysis was conducted to test the null hypothesis that organizational climate and teachers’ commitment do not significantly predict organizational citizenship behaviours among secondary school teachers in Mangu Local Government Area, Plateau State. The results indicate a significant difference between the observed and expected frequencies across response categories (Strongly Agree, Agree, Disagree, and Strongly Disagree), with a p-value of 0.000, which is less than the 0.05 significance level. This means the null hypothesis is rejected. Therefore, it can be concluded that organizational climate and teachers’ commitment do have a significant impact on the organizational citizenship behaviours of secondary school teachers in Plateau State. This finding supports the theoretical expectation that a positive school environment and strong teacher commitment are important predictors of voluntary, extra-role behaviours among teachers.

DISCUSSION OF FINDINGS

In research finding Q1, the results indicated that teacher support systems including mentoring programs, professional development, peer collaboration, administrative support, and provision of resources had mean scores ranging from 2.81 to 2.86, all above the 2.50 cut-off. This demonstrates that respondents agree teacher support systems have a significant positive impact on student academic achievement. This finding is in line with Ukashatu (2023), who found that supportive environments foster greater teacher motivation and, consequently, better student outcomes. The second research finding, Q2, analysis showed that all items related to the school environment physical safety, mutual respect, emotional and professional support, work-life balance, and open communication had mean scores between 2.80 and 2.88. The cluster mean of 2.83 confirms that teachers perceive the school environment as highly influential on their well-being. This supports Otrębski (2022) and Mahmutoğlu (2025), who reported that a positive school climate reduces teacher stress and enhances satisfaction. Research Q 3, the findings revealed mean scores from 2.82 to 2.89 for items measuring the link between teacher motivation and classroom engagement,

with a cluster mean of 2.86. This strong agreement suggests that motivated teachers are more likely to actively engage students, use diverse strategies, and provide timely feedback, which enhances classroom engagement. These results echo Astudillo (2024), who found that motivated teachers are more effective in engaging students and improving learning experiences. Research Q4, all leadership practice items encouraging collaboration, recognizing contributions, promoting open communication, modelling ethical behaviour, and supporting professional development recorded mean scores above 2.87, with a cluster mean of 2.89. This indicates that effective leadership is perceived as essential for fostering a positive school culture. This aligns with Zimmer (2021) and Chaturvedi (2019), who emphasized the importance of transformational leadership in building positive, collaborative school environments. And Research Q 5, the results showed mean scores between 2.86 and 2.92 for holistic approaches such as wellness programs, social-emotional learning, collaboration, balanced workloads, and community involvement, with a cluster mean of 2.88. This strong consensus indicates that holistic strategies are highly effective in enhancing both teacher well-being and student achievement. This finding is consistent with Xia (2024), who reported that integrated approaches benefit both teachers and students. The null hypothesis stating that organizational climate and teachers' commitment do not significantly predict organizational citizenship behaviours was rejected, as the Chi-square analysis yielded a p-value of 0.000 ($p < 0.05$). This confirms that both organizational climate and teacher commitment are significant predictors of OCB, supporting the theoretical framework and empirical findings from Astudillo (2024) and Ukashatu (2023).

CONCLUSION

This study has demonstrated that organizational climate and teachers' commitment are significant predictors of organizational citizenship behaviours among secondary school teachers in Mangu Local Government Area, Plateau State. Teachers who feel supported, respected, and motivated are more likely to engage in extra-role behaviours that benefit their schools and students. Furthermore, holistic approaches that integrate wellness, collaboration, and community involvement were shown to be highly effective in fostering both teacher satisfaction and student achievement. Overall, the study underscores the importance of creating supportive, collaborative, and well-led school environments as a foundation for sustainable educational improvement. By prioritizing these factors, educational stakeholders can cultivate a culture of commitment and excellence that empowers teachers and elevates the quality of education in Plateau State.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are offered to enhance organizational citizenship behaviours, teacher well-being, and student outcomes in secondary schools in Mangu Local Government Area:

- 1) School administrators should provide regular mentoring, professional development opportunities, and peer collaboration platforms to empower teachers and improve student achievement.
- 2) Efforts should be made to ensure physical safety, foster mutual respect, and encourage open communication among staff and administration, as these factors significantly influence teacher well-being.
- 3) School leaders should model ethical behaviour, recognize and reward teachers' contributions, and support continuous professional growth to cultivate a positive and collaborative school culture.
- 4) Schools should adopt integrated strategies that address both teacher and student needs, such as wellness programs, social-emotional learning, balanced workloads, and active community and parental involvement.

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