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# Examining the Relationship between Organisational Climate and Collective Teacher Efficacy in Lagos State Senior Secondary Schools, Nigeria

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**A B S T R A C T**

This study examined the relationship between organisational climate and collective teacher efficacy in senior secondary schools in Lagos State, Nigeria. A descriptive survey design was used, targeting 8,956 teachers, from whom 480 were selected through multistage sampling. Data were collected with the adapted School Climate Index and the Collective Teacher Efficacy Scales, both showing strong construct validity (Confirmatory Factor Analysis) and internal consistency (Cronbach's alpha = .96 and .846, respectively). Pearson's product-moment correlation revealed a moderate, positive, significant relationship between organisational climate and collective teacher efficacy ($r = .615$, $p < .05$). Collective efficacy correlated significantly with collegial leadership ($r = .569$), teacher professionalism ($r = .535$), academic press ($r = .596$), and community engagement ($r = .632$). The strongest correlation was between academic press and community engagement ($r = .903$), suggesting shared variance and possible conceptual overlap. The study concluded that a healthy organisational climate, marked by supportive leadership and professional collaboration, provides a critical foundation for teachers' shared beliefs in their instructional capability. The study recommended that school administrators adopt collegial leadership models and involve teachers in decision-making to strengthen collective confidence and professional practice.

## 1. Introduction

Education is widely recognised as a fundamental instrument for human development and societal advancement, as it equips individuals with the knowledge, skills, and competencies required for meaningful participation in society. It serves as the foundation upon which nations build their human capital and drive sustainable development (Alade et al., 2017). As Usman et al. (2025) argue, the ultimate goal of education is to equip students with the knowledge and skills needed to become independent during their studies and after graduation. Within the educational system, increasing scholarly attention has shifted from general outcomes to the organisational and professional factors that shape teaching effectiveness and school functioning. Among these factors, organisational climate and collective teacher

efficacy have emerged as key constructs in understanding how schools operate and how teachers perform within them.

Teachers occupy a central position in the educational process, as the effectiveness of any educational system is largely dependent on the quality and capacity of its teaching workforce (Saka, 2021). However, the demands placed on teachers, such as large class sizes, diverse subject responsibilities, and increasing instructional expectations, can limit their effectiveness, particularly when they operate in isolation. Research has shown that individualistic teaching practices often restrict professional growth and reduce opportunities for shared learning and problem-solving (Goddard et al., 2007). Consequently, contemporary educational practice increasingly emphasises collaboration among teachers as a means of improving instructional quality and fostering professional development.

This shift has brought the concept of collective teacher efficacy to the forefront of educational research. Collective teacher efficacy refers to the shared belief among teachers in their collective capacity to organise and execute actions required to achieve desired educational outcomes (Goddard et al., 2000). Rooted in social cognitive theory, it extends the idea of individual self-efficacy to the group level, emphasising collaboration, mutual support, and shared responsibility among teachers (Bandura, 1997). Studies have shown that schools with high levels of collective teacher efficacy tend to demonstrate stronger commitment to instructional goals, persistence in addressing learning challenges, and improved overall school functioning (Skaalvik & Skaalvik, 2007). Thus, collective teacher efficacy is considered a powerful determinant of how teachers work together and respond to the demands of the teaching profession.

At the same time, the development and expression of collective teacher efficacy are closely linked to the organisational climate of the school. Organisational climate refers to the shared perceptions, norms, values, and interaction patterns that characterise a school's social and psychological environment (Maxwell et al., 2017). It encompasses leadership practices, interpersonal relationships, communication patterns, and the overall culture of collaboration within the institution. A positive organisational climate is often characterised by trust, openness, collegiality, and supportive leadership, while a negative climate may be marked by conflict, poor communication, and lack of support.

Empirical evidence suggests that organisational climate plays a significant role in shaping teachers' attitudes, behaviours, and professional outcomes. Studies have demonstrated that a supportive organisational climate enhances teachers' effectiveness, commitment, and job satisfaction (Narad et al., 2020; Selamat et al., 2013). Such environments provide the necessary conditions for teachers to interact meaningfully, share professional knowledge, and build confidence in their collective capabilities. In contrast, an unfavourable organisational climate may weaken collaboration among teachers and undermine the development of shared beliefs necessary for collective action.

Given that both organisational climate and collective teacher efficacy are embedded within the social system of the school, their relationship is central to understanding school effectiveness. Organisational climate provides the context in which teachers interact, collaborate, and form shared perceptions of their work, whereas collective teacher efficacy reflects the strength of teachers' shared beliefs in their collective capability to organise and execute the actions needed to achieve desired educational outcomes (Goddard et al., 2000). A conducive climate, marked by supportive leadership, effective communication, collegial relationships, and opportunities for collaboration, may therefore foster stronger collective teacher efficacy, whereas an unfavourable climate may constrain it.

This relationship is particularly relevant to public secondary education in Lagos State. The 2024 Annual School Census recorded 2,036,506 learners across all school types and levels in the state, with a learner–teacher ratio of 15.5 and a learner–classroom ratio of 46.4 (Shenkoya & Olatunde, 2026). Although the learner–teacher ratio is below the UBE reference standard of 35, the learner–classroom ratio exceeds the standard, indicating greater pressure on the availability of learning spaces than on overall teacher provision. Studies in Lagos State have identified class size and timetable loads as determinants of teachers' job performance in public secondary schools (Okeke & Emunemu, 2016), and school facilities, class size, leadership style, motivational strategies, and teacher morale as climate-related factors affecting teacher job performance in secondary schools (Adejumobi & Ojikutu, 2013). Because teachers do not work in isolation, their shared confidence in their collective ability to address instructional challenges may be shaped by such interpersonal, leadership, and structural conditions. Where these conditions are favourable, teachers may develop stronger shared beliefs about their collective capacity to accomplish instructional goals; where working conditions are

demanding, support is inadequate, or collaborative structures are weak, those beliefs may be constrained.

In public secondary schools in Lagos State, Nigeria, where schools operate under diverse organisational conditions and face varying resource and workload demands, examining these variables is particularly important. Although international research has linked school climate to collective teacher efficacy (Yada & Savolainen, 2023), Nigerian studies have largely examined collective efficacy in relation to student achievement (Ibrahim et al., 2021) or climate in relation to teacher job performance (Adejumobi & Ojikutu, 2013). Evidence on the relationship between organisational climate and collective teacher efficacy among secondary school teachers remains scarce. This gap matters because collective teacher efficacy has been associated with student achievement (Goddard et al., 2000; Ibrahim et al., 2021), so understanding what shapes it has practical value for school improvement. The present study therefore examines the relationship between organisational climate and collective teacher efficacy among teachers in Lagos State senior secondary schools, with a view to contributing context-specific evidence on how the school environment relates to teachers' shared professional beliefs.

### *Statement of the Problem*

Despite the growing body of literature on school effectiveness, the interplay between organisational climate and collective teacher efficacy has not received adequate attention, particularly within the context of Nigerian secondary schools. Much of the existing research has tended to examine these variables in isolation rather than as interconnected constructs that operate within the same organisational system. Consequently, the extent to which organisational climate shapes or influences teachers' shared beliefs in their collective capacity remains insufficiently explored in empirical studies.

Available studies on organisational climate have largely focused on its influence on outcomes such as communication patterns, educational innovation, teachers' job performance, and academic achievement (Abari, 2003; Okoye, 2012; Adejumobi & Ojikutu, 2013; Taiwo, 2014; Enwezor, 2021). While these studies have contributed significantly to understanding the importance of school climate, they do not adequately address how such climate conditions may foster or hinder the development of collective teacher efficacy. Similarly, research on teacher efficacy has often concentrated on individual teacher beliefs rather than the collective dimension that reflects shared professional confidence within the school.

This fragmented approach creates a critical gap in the literature, as schools function as social systems where organisational conditions and group beliefs are inherently interdependent. Organisational climate provides the context within which teachers interact, collaborate, and develop shared perceptions about their professional capabilities. Where this climate is supportive, it is likely to strengthen collective teacher efficacy; conversely, a negative climate may weaken these shared beliefs and limit effective collaboration among teachers. However, empirical evidence examining this relationship, especially in Lagos State senior secondary schools, remains scarce.

In addition, the realities of public secondary schools in Lagos State, such as varying administrative practices, workload pressures, and resource constraints, further underscore the need to understand how internal school conditions influence teachers' collective functioning. Without clear empirical insights into how organisational climate relates to collective teacher efficacy, efforts aimed at improving school effectiveness may remain fragmented and less impactful.

It is against this backdrop that this study seeks to address this gap by examining the relationship between organisational climate and collective teacher efficacy in Lagos State senior secondary schools, Nigeria. By relatively and jointly considering these variables, the study aims to provide a more integrated understanding of the organisational factors that shape teachers' shared beliefs and professional practices.

### *Research Hypothesis*

This hypothesis was formulated to guide the study and tested at the 0.05 level of significance.

Ho: There is no significant relationship between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria.

### *Literature Review*

### *Concept of Organisational Climate*

Organisational climate refers to teachers' and staff's shared perceptions of a school's working environment, including leadership behaviour, interpersonal relationships, communication patterns, and institutional support systems. It represents the psychological and social atmosphere that influences how individuals within the school system behave and interact. According to Hoy and Miskel (2013), organisational climate is the enduring quality of the school environment that is experienced by its members and that influences their behaviour. In a similar view,

Cohen et al. (2009) describe school climate as the quality and character of school life, based on patterns of students', parents', and school personnel's experiences of school life.

Empirical evidence has consistently shown that organisational climate is a strong predictor of teacher-related outcomes. Collie et al. (2012) found that a positive school climate is associated with higher teacher self-efficacy, job satisfaction, and lower stress levels. Similarly, Thapa et al. (2013) reported that supportive school climates enhance teaching effectiveness, student engagement, and overall school performance.

Furthermore, Maxwell et al. (2017) established that school climate significantly influences academic achievement through its impact on relational and instructional processes within schools. These studies collectively affirm that organisational climate is a critical determinant of teacher behaviour and school effectiveness.

***Concept of Collective Teacher Efficacy***

Collective teacher efficacy refers to teachers' shared belief in their collective ability to organise and execute actions necessary to positively influence student learning outcomes. The concept is grounded in the social cognitive theory developed by Bandura (1997), which emphasises the role of efficacy beliefs in shaping behaviour and performance.

Extending this theory to the school level, Goddard et al. (2000) conceptualised collective teacher efficacy as teachers' shared belief in their ability to positively affect student achievement. Their empirical work demonstrated that collective teacher efficacy is one of the strongest predictors of student performance across schools. Further research by Tschannen-Moran and Barr (2004) confirmed that collective teacher efficacy significantly influences instructional quality, teacher motivation, and student learning outcomes. In addition, Adams and Forsyth (2006) identified leadership support, prior success, and collaborative structures as key antecedents of collective teacher efficacy. Hence, teachers are the key players in implementing merit-point systems because they directly monitor student participation, document performance, and apply evaluation criteria (Pacas et al., 2026).

Similarly, Skaalvik and Skaalvik (2007) found that strong collective efficacy beliefs are associated with reduced teacher burnout and improved professional resilience. These findings highlight collective teacher efficacy as both a psychological and organisational construct essential for school success.

***Organisational Climate and Collective Teacher Efficacy***

The relationship between organisational climate and collective teacher efficacy is grounded in the understanding that schools function as social systems in which environmental conditions shape collective beliefs and behaviours. Research shows that a positive organisational climate promotes collaboration, trust, and professional interaction among teachers, which in turn strengthens collective teacher efficacy. Collie et al. (2015) found that supportive school environments significantly enhance teachers' motivation and collective efficacy beliefs.

Similarly, Goddard et al. (2007) established that collaborative school environments foster stronger collective efficacy and improved student outcomes. In addition, Hoy et al. (2002) developed an organisational model demonstrating that school climate variables such as trust, academic emphasis, and collegiality directly influence collective efficacy.

Conversely, poor organisational climates characterised by weak leadership, poor communication, and lack of support reduce opportunities for collaboration and weaken collective teacher efficacy. This indicates that organisational climate serves as a foundational condition for the development of collective efficacy in schools.

***Empirical Studies Review***

Akinyemi and Fadeyibi (2026) investigated the relationship between organisational climate and students' academic performance in Lagos State senior secondary schools, Nigeria. The study was designed to provide quantitative evidence on how the internal school environment influences high-stakes examination outcomes. Utilizing a survey research design with a correlational approach, the authors sampled 480 teachers (selected via multi-stage sampling) from a population of 8,956 across the state's six education districts. The findings revealed a substantial positive relationship between organisational climate and students' academic performance. The study concluded that organisational climate is a primary determinant of academic success, and recommended that educational authorities and school managers prioritize the strengthening of school-community partnerships and the adoption of collegial leadership models to optimize student achievement in Lagos State.

Qu (2024) studied perceived school climate and collective teacher efficacy among university lecturers in China using structural equation modelling to test direct and indirect pathways to teacher well-being and professional outcomes. The study reported strong positive associations between perceived climate and CTE. It also showed that climate, through collective efficacy, predicted more favourable teacher outcomes. The study suggested that organisational climate interventions can increase collective beliefs and thereby improve both teacher functioning and student-relevant practices.

Hao et al. (2024) examined kindergarten organisational climate, teacher professional learning, and collective teacher efficacy. Using cross-sectional survey data and mediation analysis, the study found that a positive organisational climate significantly predicted teacher collective efficacy, which partially mediated the relationship between climate and teachers' engagement in professional learning. The study concluded that school leaders' actions to build a reflective, trusting climate bolster shared efficacy and thus promote continuous professional development.

Sun et al. (2024) examined organisational climate in early childhood settings and its effect on teachers' professional learning and collective efficacy. Employing survey methods and mediation models, the study found that organisational climate directly predicted teacher professional learning, and that collective teacher efficacy partially mediated this effect. This finding emphasised the view that climate shapes the shared beliefs teachers hold about their collective influence on learning. The study further discussed practical implications for leadership and school improvement planning aimed at strengthening collaborative professional cultures.

Okere et al. (2024) analysed the interplay between school climate, collective efficacy, and school engagement among secondary-school adolescents in Ibadan, Nigeria. Using a descriptive correlational design with teacher and student survey measures, the study reported significant positive correlations between school climate indices and collective efficacy measures. Higher collective efficacy was associated with greater school engagement among students. The findings emphasised that in the Nigerian context, organisational climate (leadership, collegiality, and community ties) is closely linked to the development of shared teacher efficacy beliefs that support student engagement.

Fu et al. (2023) explored the role of teacher efficacy in inclusive education and reported that school climate exerts an influence on teachers' collective efficacy and attitudes toward inclusion. The cross-sectional study of general teachers used regression and mediation analyses to show that positive school climate predicted higher collective efficacy, which in turn was associated with more favourable attitudes toward inclusive practices and greater willingness to implement them in classrooms. The study suggested that school climate improvement could be a policy lever to promote both collective efficacy and inclusive educational outcomes.

Malinen and Savolainen (2016) explored how teachers' perceptions of school climate relate to both individual teacher self-efficacy and collective efficacy. Using large survey samples and multivariate modelling, the study found that positive perceptions of school climate (clear leadership, collaborative culture, and instructional focus) were associated with higher collective efficacy scores. In turn, collective efficacy related to more positive professional attitudes and greater commitment to inclusive practices. The study concluded that improving organisational climate is a plausible route to strengthening shared teacher beliefs about their collective capacity.

Lim and Eo (2014) examined school organisational climate and collective teacher efficacy with attention to teachers' well-being and burnout in a sample of practising teachers. The study used survey data and path analysis to test whether positive organisational climate (measured by leadership support, collegiality, and instructional climate) predicted higher collective efficacy and in turn lower teacher burnout. The study found that organisational climate significantly predicted CTE, and that higher CTE mediated the relationship between climate and lower burnout and better professional functioning. The study concluded that organisational climate supports the formation of shared efficacy beliefs among staff.

## 2. Methodology

The study adopted a descriptive survey research design with a correlational approach. This design was selected to allow the researcher to quantify data regarding the existing school environments and teacher beliefs, and to statistically examine the relationship between organisational climate and collective teacher efficacy.

The target population consisted of 8,956 teachers currently serving in 326 public senior secondary schools in Lagos State, Nigeria (Lagos State Ministry of Education, 2024). The sample size of 480 teachers was determined using the Taro Yamane (1967) formula (n=400), with a 20% oversampling buffer

added to mitigate the impact of non-response or incomplete instruments.

A multi-stage sampling procedure was utilised. At Stage 1, the state was clustered into the six existing education districts. At Stage 2, five public senior secondary schools were randomly selected from each district (n = 30 schools). In the final stage, 16 teachers with at least 10 years of teaching experience were selected from each sampled school using criterion purposive sampling, for a total of 480 teachers. Criterion purposive sampling was used to identify teachers who met the predetermined minimum requirement of 10 years of teaching experience. Criterion sampling is a recognised form of purposive sampling in which participants are selected because they meet predetermined criteria relevant to the research objectives (Palinkas *et al.*, 2015). The 10-year experience criterion was adopted because the study required respondents with substantial, sustained exposure to the school environment who could therefore provide informed assessments of organisational climate and collective teacher efficacy.

However, this criterion has limitations for this current study. It excludes teachers with fewer than 10 years of experience, whose perceptions may differ from those of more experienced colleagues, introducing a risk of systematic selection bias. The criterion also restricts variation in teaching experience, which may affect the strength of the relationships observed. To limit researcher discretion, the criterion was established in advance and applied uniformly across all sampled schools. Where the number of eligible teachers exceeded the required 16 participants per school, the required participants were selected from the eligible pool using a random procedure, subject to their willingness to participate. This approach improves transparency and reduces discretionary selection; however, it does not eliminate the potential selection bias arising from the exclusion of teachers with fewer than 10 years of experience.

Data were collected using a structured questionnaire divided into three sections: Section A: Demographic variables (Gender, Years of Teaching, Educational Level, and so on). Section B (Organisational Climate) was measured using the adapted School Climate Index (SCI) (Tschannen-Moran *et al.*, 2006). It consists of 28 items across four dimensions: Collegial Leadership, Teacher Professionalism, Academic Press, and Community Engagement. Section C (Collective Teacher Efficacy) was measured using a 21-item scale adapted from Goddard *et al.* (2000), designed to assess the collective beliefs of teachers regarding their faculty's ability to influence student learning.

Construct validity was established through Confirmatory Factor Analysis (CFA) using Principal Component Analysis with Direct Oblimin rotation.

i. Organisational Climate Scale: KMO = 0.944; Bartlett's Test $p < .01$; four-factor structure explained 77.93% of the variance.
ii. Collective Efficacy Scale: KMO = 0.875; Bartlett's Test $p < .01$; factors explained 73.9% of the variance.

Internal consistency was verified using Cronbach's Alpha based on a pilot study of 40 teachers: the Organisational Climate Scale yielded an alpha of .96, and the Collective Efficacy Scale yielded an alpha of .846.

Research assistants helped distribute 480 copies of the questionnaire, of which 469 (97.7%) were successfully retrieved and used for analysis. Data were processed using SPSS. Inferential statistics of Pearson's Product-Moment Correlation (PPMC) was used to test the relationship between the dimensions of organisational climate and collective teacher efficacy at a 0.05 level of significance. The study was conducted with approval from the Lagos State Ministry of Education. Participation was voluntary, and respondents were assured of strict confidentiality and anonymity regarding their responses.

## 3. Results and Discussion

### *Socio-Demographic Characteristics of Respondents*

The gender distribution shows higher representation of female teachers (59.9%) than males (40.1%). This trend aligns with the Lagos State Ministry of Education (2022) report, which highlights a larger female workforce in the state's secondary education sector. In the context of collective efficacy, this gender distribution may shape the collaborative dynamics and social cohesion observed within the schools.

Regarding educational qualifications, the data reveals a highly professionalized workforce. A vast majority of the respondents (84.8%) hold a Bachelor's degree, while 15.1% possess postgraduate qualifications (Master's or PhD). This high level of academic attainment is significant for the study, as specialized training often correlates with a teacher's sense of professional competence and their ability to contribute effectively to a positive organisational climate. A total of 469 teachers participated in the study. Table 1 presents the respondents' demographic profile,

including gender, educational attainment, socio-economic status, and school self-rating.

Table 1. Socio-Demographic Profile of Respondents (N = 469)

| Variables | Category | Frequency | Percentage (%) |
|---|---|---|---|
| **Gender** | Female | 281 | 59.9 |
| | Male | 188 | 40.1 |
| **Education Level** | Bachelor's Degree | 398 | 84.9 |
| | Master's Degree | 69 | 14.7 |
| | Doctoral Degree | 2 | 0.4 |
| **Socio-Economic Status** | High | 68 | 14.5 |
| | Average | 375 | 80.0 |
| | Low | 26 | 5.5 |
| **School Self-Rating** | 1-Star (Poor) | 2 | 0.4 |
| | 2-Star | 83 | 17.7 |
| | 3-Star (Average) | 199 | 42.4 |
| | 4-Star | 150 | 32.0 |
| | 5-Star (Exceptional) | 35 | 7.5 |

The respondents' socio-economic status (SES) is predominantly "Average" (80.0%), with only a small fraction (5.5%) identifying as "Low" status. This economic stability suggests that the majority of teachers are positioned to focus on their professional responsibilities without the extreme pressures of economic marginalisation, which can often degrade morale and faculty efficacy.

Finally, the School Self-Rating provides insight into the perceived organisational climate. Most teachers rated their schools as "3-star" (42.4%) or "4-star" (32.0%). This generally positive perception suggests that teachers in Lagos State senior secondary schools view their work environments as functional and supportive. The scarcity of 1-star ratings (0.4%) indicates a baseline of institutional quality that likely supports high levels of collective teacher efficacy.

***Hypothesis One***

**$Ho_1$:** There is no significant relationship between organisational climate (collegial leadership, teacher professionalism, academic press, and community engagement) and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria.

Table 2. Relationship between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria

| Variables | N | Mean | Std. Dev | r | p | Remark |
|---|---|---|---|---|---|---|
| Collective teacher efficacy | 469 | 67.039 | 11.842 | 0.615** | 0.001 | Significant |
| School climate | 469 | 106.529 | 21.697 | | | |

Note: Hypothesis is tested at 0.05significance level

Table 2 presents the results of the hypothesis test on the relationship between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria. The results show a significant positive relationship ($r = 0.615$; $p < 0.05$) between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria. This suggests that higher levels of collective efficacy among teachers are associated with a more positive perception of the organisational climate. The strength of this correlation implies that these two constructs are closely related and that changes in one would likely lead to a similar direction of change in the other. The result further shows a significant ($p < 0.05$) relationship between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria. Furthermore, the relationship between collective teacher efficacy and the dimensions of organisational climate (collegial leadership, teacher professionalism, academic press and community engagement) was examined.

Table 3. Relationship between collective teacher efficacy and the dimensions of organisational climate in Lagos State Senior Secondary Schools, Nigeria

| Variables | 1 | 2 | 3 | 4 | 5 | Remark |
|---|---|---|---|---|---|---|
| 1. Collective Teacher Efficacy | - | | | | | Significant |
| 1. Collegial Leadership | .569** | - | | | | |
| 2. Teacher Professionalism | .535** | .903** | - | | | |
| 3. Academic Press | .596** | .842** | .897** | - | | |
| 4. Community Engagement | .632** | .840** | .871** | .903** | - | |

Note: Hypothesis is tested at the 0.05 significance level

The results in Table 3 indicate a positive and statistically significant relationship between collective teacher efficacy and all dimensions of organisational climate ($p < .05$). Specifically, collective efficacy showed a moderate to substantial positive correlation with collegial leadership ($r = .569$, $p < .01$), teacher professionalism ($r = .535$, $p < .01$), academic press ($r = .596$, $p < .01$), and community engagement ($r = .632$, $p < .01$). Collegial leadership was highly correlated with teacher professionalism ($r = .903$, $p < .01$), academic press ($r = .842$, $p < .01$), and community engagement ($r = .840$, $p < .01$). Similarly, teacher professionalism showed high positive relationships with academic press ($r = .897$, $p < .01$) and community engagement ($r = .871$, $p < .01$). The highest correlation was found between academic press and community engagement ($r = .903$, $p < .01$), indicating that schools with higher academic expectations tend to have stronger community involvement. Hence, the null hypothesis, which states that there is no significant relationship between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria, is not accepted.

***Discussion of Findings***

The study examined the relationship between organisational climate and collective teacher efficacy in Lagos State Senior Secondary Schools, Nigeria. The results revealed a substantial, positive, and significant relationship between organisational climate and collective teacher efficacy ($r = .615$, $p < .001$). This finding implies that schools with a more positive and supportive organisational climate tend to exhibit higher levels of collective teacher efficacy.

This result is well explained by Bandura's Social Cognitive Theory (1997), which emphasises that human functioning results from interactions among personal factors (such as efficacy beliefs), environmental conditions (such as organisational climate), and behaviour. When teachers work in a positive, supportive environment, they are more likely to believe in their shared capacity to produce desired outcomes, thereby strengthening their collective efficacy.

This study's findings align with Tschannen-Moran et al. (2006), who found that a healthy school climate, especially one marked by trust and collegiality, encourages teacher collaboration and builds shared efficacy beliefs. Similarly, Malinen and Savolainen (2016) found that school climate significantly predicts collective teacher efficacy, as teachers who perceive their environment as supportive demonstrate stronger confidence in their collective competence. Yada and Savolainen (2023) also discovered that school climate partially mediated the relationship between principal self-efficacy and collective teacher efficacy, suggesting that climate is a significant condition for developing collective efficacy among teachers.

This finding also corroborates Okere *et al.* (2024), who analysed the interplay between school climate, collective efficacy, and school engagement among secondary-school adolescents in Ibadan, Nigeria, and found significant positive correlations between organisational climate and collective efficacy. The study also found that positive organisational climates enhance teachers' shared beliefs and their engagement with students. This suggests that collective efficacy thrives where leadership and interpersonal relationships are supportive.

A notable contradiction is found in the work of Duyar *et al.* (2013). Their research indicated that while school leadership and a supportive climate are generally preferred by staff, they do not always significantly predict teacher efficacy. They found that in some school contexts, administrative support improved teacher morale but had little impact on teachers' collective belief in their ability to handle difficult students or instructional tasks. This suggests that "feeling good" in a school environment (climate) is distinct from "feeling capable" (efficacy).

Furthermore, research by Kurz and Knight (2004) provides a critical nuance. They argued that institutional integrity, a climate variable where a school is protected from outside interference, actually has a negative correlation with certain types of efficacy. Their findings suggested that when a school climate becomes too insulated or comfortable, teachers may become less reflective and less likely to adapt their collective strategies to meet student needs, thereby stagnating collective efficacy despite a seemingly "healthy" climate.

In a similar vein, Tschannen-Moran and Barr (2004) identified that the relationship between climate and efficacy is often mediated by the Academic Press of the school. They noted that in schools where the climate was characterized by high social support but low academic press, collective efficacy did not necessarily increase. This contradicts the broad assumption that any positive climate improvement will naturally boost efficacy; if the climate does not specifically focus on academic mastery, the link to efficacy remains weak. Thus, Preston (2011) explored the dark side of cohesive school climates. The study found that in highly collegial environments (a key

dimension of climate), low expectations can spread. If the collective climate is one of shared frustration or "polite" avoidance of professional critique, teachers may feel socially supported while also believing they lack the power to improve student outcomes. In this scenario, a positive social climate actually masks a low sense of collective efficacy.

Meanwhile, the finding that community engagement had the highest positive correlation with collective teacher efficacy (r = .632) among the dimensions of organisational climate suggests that teachers' shared beliefs about their collective capacity may be closely linked to constructive relationships among schools, parents, community leaders, and other stakeholders. This could be viewed from the collective nature of teacher efficacy, as opportunities for collaboration, communication, shared responsibility, and external support can strengthen teachers' perceptions of their collective capability (Yada & Savolainen, 2023; Nakpodia, 2013).

However, the relatively strong relationship between community engagement and collective teacher efficacy in Lagos State may reflect the important role of parents and communities in supporting public secondary education. Evidence from Lagos State indicates that school-community partnership is significantly related to quality education delivery and can support school programmes, resources, teacher development, and school functioning (Shittu *et al.,* 2022). Similarly, parental involvement and teacher collaboration have been identified as relevant to addressing student-related challenges in Lagos secondary schools (Donye *et al.*, 2025). Thus, stronger community engagement can give teachers more opportunities to mobilise support, communicate school needs, and share responsibility for addressing students' academic and behavioural challenges.

## 4. Conclusion

This study concluded that organisational climate is a powerful predictor of collective teacher efficacy in Lagos State senior secondary schools. The substantial positive correlation suggests that the internal environment of a school characterized by supportive leadership, professional collaboration, and a focused academic atmosphere serves as the foundation upon which teachers build their shared belief in their capability to succeed.

When the organisational climate is healthy and open, teachers are more likely to perceive their colleagues as competent and their leadership as empowering. This synergy transcends individual abilities, creating a unified professional front. Conversely, a toxic or restrictive climate likely stifles the teaching staff's collective agency. Ultimately, fostering a positive school climate is not merely an administrative luxury but a core necessity for strengthening the faculty's collective instructional power. Based on the conclusion reached, the following recommendations are made:

i. School principals should move away from rigid, top-down administrative styles toward more supportive and collegial leadership models. By involving teachers in decision-making and providing emotional and professional support, administrators can cultivate a climate that boosts teachers' collective confidence.
ii. School management should create deliberate structures for teacher collaboration, such as Professional Learning Communities (PLCs) or peer-mentorship programs. When teachers work together to solve pedagogical problems, the "Teacher Professionalism" dimension of climate is enhanced, directly feeding into higher collective efficacy.
iii. Education stakeholders should work to establish a school-wide "Academic Press" where high expectations are clearly communicated. When the entire school climate is oriented toward a common goal of student excellence, teachers feel more capable as a unit to meet those expectations.
iv. Schools should foster stronger ties with parents and the immediate community. A climate supported by external stakeholders reduces teachers' sense of isolation and reinforces their belief that the environment supports teaching and learning.
v. The Lagos State Ministry of Education should incorporate Climate Audits as part of their periodic school inspections. Recognizing that climate significantly impacts teacher efficacy, policy should focus on providing resources and training for principals on managing the socio-emotional and professional atmosphere of their schools.

### Limitation of the Study

One limitation of this study is that its correlational design does not establish temporal or causal relationships between organisational climate and collective teacher efficacy. Restricting participation to teachers with at least 10 years of experience may limit the generalisability of the findings to early- and mid-career teachers. However, future studies could adopt longitudinal and mixed-method designs to provide

stronger evidence of temporal relationships or examine the moderating influence of the demographic variables on the relationship between organisational climate and collective teacher efficacy.

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