

Influence of organizational climate on teachers' job performance in the administration of secondary schools

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ABSTRACT

The study ascertained the influence of organizational climate on teachers' job performance in secondary school administrations. It employed a descriptive survey approach and was structured around three research questions and six hypotheses. The targeted population comprises 436. The purposive sample technique was employed to pick 18 principals and 91 teachers. The data was collected using a 65-item questionnaire. The dependability of the instruments was evaluated using Cronbach's alpha, and a composite reliability of 0.89, which is larger than 0.60, was obtained. The mean was used to assess the collected data. The hypotheses were tested using a t-test with a significance threshold of 0.05. The findings indicated that the organizational indices and constraints are to a great extent present across all items. The recommendations include the need for school authorities to have adequate human resources, a clear organizational structure, and clear goals, the Delta State Ministry of Education should establish a clear corporate culture for schools so that staff do not deviate from expectations and there should be a well-defined organizational structure so that the duties of principals and teachers can be carried out without hindrance.

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1. INTRODUCTION

Everything that workers notice about their workplace, whether directly or indirectly, and how it affects their behavior is part of the organizational climate [1]. It can be regarded as the structured framework of responsibilities and reporting hierarchies that incentivizes personnel to achieve established objectives. Put succinctly, it is a snapshot of an organization based on employees' perceptions, which can change as events occur [2]. Employees' perceptions and behavior in the work environment cannot be overlooked if organizational goals are to be realized. Thus, creating an organizational environment is important because it is closely linked to what the organization has given and is used to judge the behavior of new members [3]. Education has become the most important tool for the social and economic development of people and countries worldwide. Education is very important for people and countries that are still growing [4], [5]. There are six types of school organizational climates that affect how well teachers do their jobs: open, closed, independent, controlled, paternal, and familiar.

People who live in an open climate work together, are close, talk to each other, and care about each other, while people who live in a closed climate don't want to work together and don't care about other people's needs. An organization with the right employee mindset fosters an integrated relationship for growth [6], and the construct of organizational climate has been extensively examined in management research and

practice, demonstrating its theoretical significance and its contribution to human resources management and organizational development [7]. Both reward climate and support climate are strongly associated with each dimension of the learning organization [8]. Hussainy [9] defined organizational climate as employees' views on important features of the workplace and the usual activities that are common inside the organization. Perceiving a positive organizational climate increases employees' well-being [10]. The multifaceted nature of employees' perceptions of organizational climates poses challenges for human resources management and organizational well-being [11].

Job performance is an indicator of how well instructors do their jobs in terms of lesson planning, delivering instruction, and participating in extracurricular activities [12]. Noori *et al.* [13] noted that principals can transform the school climate with strong leadership, and that education cannot function properly without teachers. According to Limon and Sezgin-Nartgun [14], the way employees behave on the job or the results they achieve are the primary indicators of job performance. For Abdulpatta *et al.* [15], a crucial part of educational administration is ensuring that public school instructors are happy in their jobs. According to Güney and Şahin [16], job performance is a product of how an organization's culture shapes its personnel. There has been a plethora of research on teachers' work performance, but far less on how organizational atmosphere affects that performance. There have been many reports indicating that teacher performance is declining globally, and specifically in Nigeria [17]. Esie [18] cited goal setting, coaching, mentoring, feedback, and acknowledgement as school personnel management tactics that could improve teachers' work performance.

School climate needs to be supportive and create a positive atmosphere where teachers are motivated to work and improve their job performance [19]. Even if they have been in the classroom for a while, some educators still have not had the training they need to be effective in the modern classroom. Nonetheless, the attitude of some principals seems devastating, as they issue orders arbitrarily, use abusive language toward teachers, and take sides in disputes between staff or students. These negative attitudes might have untold effects on teachers' job performance, potentially demoralizing them. Today, the majority of school administrators face a significant issue in retaining skilled and experienced educators.

Satorre [20] explored various organizational climates and their connection to teachers' performance and job effectiveness. The research found that a teacher's job performance is affected by the open organizational climate of the school. Research conducted by Fang and Qi [21] revealed that improving the job performance of vocational education teachers (VETs) is essential for maintaining a robust VET teaching workforce, which in turn increases the profession's appeal and guarantees high-quality vocational education and training. A study conducted by Bahtilla and Hui [22] explored the impact of the school atmosphere on teachers' job performance. The research conducted by Obi and Akudo [23] revealed that the work environment was a predictor of teachers' job performance in public secondary schools. Obionu *et al.* [24] conducted a study and found that teachers exhibited higher job performance in autonomous, controlled, and open climates compared to closed climates. Otrębski's [25] study indicated a strong correlation between teachers' perceptions of the organizational climate and their job performance, as well as the emotions they associate with their work.

In a study by Nnadede and Unuigbo [26] on school climate, the authors found that leadership style and staff welfare are positively associated with teachers' job performance. Njoku and Modebelu [27] study reported a significant disparity in job performance by demographic characteristics. Admiraal [28] conducted a study of teachers' perceptions of their work environments and job performance in Nordic and other European nations. It reported that the school environment has both positive and negative effects on teachers' overall performance in learning and teaching. Similar results were found in research conducted in Jordan by Hayajneh *et al.* [29]. According to the study, employee job performance and organizational climate change are significantly positively correlated.

The following are research questions for the study: i) to what extent are organizational climate indices adopted in the administration of secondary schools? ii) to what extent does the influence of organizational climate indices on teachers' job performance in the administration of secondary schools? and iii) to what extent are the constraints facing organizational climate indices adopted in the administration of secondary schools? Meanwhile, the following are the formulated hypotheses for the study: i) there is no significant difference between principals' and teachers' organisational climate indices adopted in the administration of secondary schools; ii) there is no significant difference between principals and teachers on the influence of organisational climate indices on teachers' job performance in the administration of secondary schools; iii) there is no significant difference between principals and teachers on constraints facing organisational climate indices in the administration of secondary schools; iv) there is no significant difference urban and rural teachers on organisational climate indices and adopted in administration of secondary schools; v) there is no significant difference in the mean ratings between urban and rural teachers on the influence of organisational climate indices on teachers' job performance in the administration of secondary schools; and vi) there is no significant difference in the mean ratings between urban and rural teachers on constraints facing organisational climate indices in the administration of secondary schools.

2. METHOD

The study adopted descriptive design. The targeted population comprises 436. The study used purposive sampling to select 30% of the population (n=109), comprising 91 teachers and 18 principals. A total of 30% of the population was chosen to make sure that no group is left out of the study. The schools were chosen to reflect the full range of the population, including those in cities and rural areas, and those with different numbers of students and teachers. Data were collected using a 65-item questionnaire. It is a two-part questionnaire. The first portion contains five demographic items for the respondents. The second portion included 65 items, grouped together, to address the three research questions. The questionnaire utilized a 4-point scale: very high extent (VHE) 4, high extent (HE) 3, low extent (LE) 2, very low extent (VLE) 1. Three specialists from Delta State University, Abraka, one from the Measurement and Evaluation Department and two from the Educational Administration Department, checked the questionnaire for validity. The dependability of the instruments was evaluated by calculating Cronbach's alpha. One principal and 29 instructors from outside the study used the split-half dependability approach. A composite reliability of 0.89, which is larger than 0.60, was obtained from the reliability coefficients for the three sections and the overall reliability. This indicates that the instrument is dependable and suitable for use in the study. The judgment rule says that an item is HE if its mean score is 2.50 or more, and LE if its mean score is less than 2.50. Means and standard deviations were used to answer research questions, and the t-test was used to test hypotheses at the 0.05 significance level.

3. RESULTS

This section presents the results of the data analysis in line with the research questions and hypotheses of the study.

3.1. Research question 1: to what extent are organizational climate indices adopted in the administration of secondary schools?

Table 1 presents the mean responses of respondents to organizational climate indices used in secondary schools. The result indicates that respondents rate the organizational climate indices adopted in the administration of secondary schools as being implemented to a great extent. Thus, they are of the view that the organizational climate indices adopted in the administration of secondary schools are, to a HE.

Table 1. Mean of the organizational climate indices adopted in the administration of secondary schools

S/N	Items on organizational climate indices adopted in the administration of secondary schools	VHE	HE	LE	VLE	$\bar{x}$	Standard deviation	Decision
1	Human resources	50	59	0	0	3.46	0.50	HE
2	Organizational goals	47	62	0	0	3.43	0.50	HE
3	Corporate culture	43	66	0	0	3.39	0.49	HE
4	Organizational structure	74	35	0	0	3.32	0.47	HE
5	Communication networks	33	76	0	0	3.30	0.46	HE
6	School personnel relation	37	72	0	0	3.34	0.48	HE
7	Trainings	43	64	2	0	3.38	0.52	HE
8	School organization	42	65	2	0	3.37	0.52	HE
9	Leadership pattern	47	62	0	0	3.43	0.50	HE
10	Motivation	39	70	0	0	3.36	0.48	HE
11	Organizational policy	28	81	0	0	3.26	0.44	HE
12	Rewards	40	69	0	0	3.37	0.48	HE
13	Recognition	36	73	0	0	3.33	0.47	HE
14	Teamwork	41	68	0	0	3.38	0.49	HE
15	Decision making practices	42	67	0	0	3.39	0.49	HE
16	Concern for employees	47	60	2	0	3.41	0.53	HE
17	Economic condition	41	68	0	0	3.38	0.49	HE
18	Values	50	59	0	0	3.46	0.50	HE
19	Complexity of the organization	50	59	0	0	3.46	0.50	HE
20	Technological adequacy	53	55	1	0	3.48	0.52	HE
Aggregate mean						3.39	0.49	
Criterion mean						2.50		

3.2. Research question 2: to what extent does the influence of organizational climate indices affect teachers' job performance in the administration of secondary schools?

The result in Table 2 shows that the extent of the organizational climate indices significantly influences teachers' job performance in the administration of secondary schools, with an aggregate mean of

3.40 and an aggregate standard deviation of 0.49. The results show that respondents generally agree that organizational climate indices significantly influence teachers' job performance in secondary school administration. In other words, they are of the view that organizational climate indices significantly influence teachers' job performance in secondary schools.

Table 2. Mean of the influence of organizational climate indices on teachers' job performance in the administration of secondary schools

S/N	Items on the influence of organizational climate indices on teachers' job performance in the administration of secondary schools	VHE	HE	LE	VLE	$\bar{x}$	Standard deviation	Decision
1	Consideration of the characteristics of human resources	53	56	0	0	3.49	0.50	HE
2	Define organizational goals	48	61	0	0	3.44	0.50	HE
3	Maintain corporate culture	46	63	0	0	3.42	0.50	HE
4	Define organizational structure	34	75	0	0	3.31	0.47	HE
5	Effective communication networks	27	81	1	0	3.24	0.45	HE
6	Maintaining school personnel relations	35	74	0	0	3.32	0.47	HE
7	Encouraging training and workshops	40	69	0	0	3.37	0.48	HE
8	Well-defined flow of authority	49	60	0	0	3.45	0.50	HE
9	Participative leadership pattern	46	63	0	0	3.42	0.50	HE
10	Encouragement of staff	48	61	0	0	3.44	0.50	HE
11	Well defined organizational policy	47	62	0	0	3.43	0.50	HE
12	Regular rewards system	41	68	0	0	3.38	0.49	HE
13	Recognition of staff output	41	68	0	0	3.38	0.49	HE
14	Effective teamwork	43	66	0	0	3.39	0.49	HE
15	Involvement of staff in decision-making practices	41	68	0	0	3.38	0.49	HE
16	Concern for employee's welfare	49	60	0	0	3.45	0.50	HE
17	Considering the economic condition of the staff	47	61	1	0	3.42	0.51	HE
18	Values of the organization	45	64	0	0	3.41	0.50	HE
19	Understanding the complexity of the organization	42	66	1	0	3.38	0.51	HE
20	Availability of technological equipment	52	54	3	0	3.45	0.55	HE
	Aggregate mean					3.40	0.49	
	Criterion mean					2.50		

3.3. Research question 3: to what extent are the constraints facing organizational climate indices adopted in the administration of secondary schools?

The results in Table 3 (see Appendix) show the extent of constraints on organizational climate indices used in the administration of secondary schools. With an aggregate mean of 3.40 and an aggregate standard deviation of 0.49, the result indicates that respondents generally agree to a HE that significant constraints affect the adoption of organizational climate indices in secondary school administration.

3.4. Ho1: there is no significant difference in the mean ratings between principals' and teachers' organizational climate indices adopted in the administration of secondary schools

Table 4 shows the results indicate no noteworthy difference in the organizational climate indices adopted by principals and teachers in the administration of secondary schools. The t-value obtained is -0.379, and the corresponding p-value is 0.706. With a p-value of 0.706, which is higher than the 0.05 significance level, the null hypothesis is accepted. There was, therefore, no statistically significant difference between the average evaluations given by secondary school administrators and instructors on the organizational climate indices used in their administration. This indicates that both principals and teachers have comparable views regarding the significance of organizational climate indices in school administration.

Table 4. T-test summary on mean ratings between principals and teachers on organizational climate indices adopted in the administration of secondary schools

Rank	n	Mean	Standard deviation	df	t-value	p-value	Decision
Principal	18	3.38	.10	107	-.379	0.706	Accepted
Teacher	91	3.39	.11				

3.5. Ho2: there is no significant difference in the mean ratings between principals' and teachers' influence on organizational climate indices on teachers' job performance in the administration of secondary schools

Table 5 indicates no difference in principals' and teachers' views on the influence on organizational climate indices and teachers' job performance in secondary schools. The computed t-value is 0.176, and a

p-value of 0.860. A p-value of 0.860 is considered significant, meaning that the null hypothesis is upheld. Based on these results, it appears that principals and teachers do not differ much in their assessments of the impact of organizational climate indicators on teachers' performance on the job. Thus, both principals and teachers have comparable views regarding the impact of organizational climate indices on teachers' work performance, reflecting a general agreement on their importance in secondary school administration.

Table 5. T-test summary between principals and teachers on the influence of organizational climate indices on teachers' job performance in the administration of secondary schools

Rank	n	Mean	Standard deviation	df	t-value	p-value	Decision
Principal	18	3.40	.13	107	.176	0.860	Accepted
Teacher	91	3.40	.12				

3.6. Ho3: there is no significant difference in the mean ratings between principals' and teachers' constraints facing organizational climate indices in the administration of secondary schools

The results presented in Table 6 indicate no significant difference in the mean ratings between principals' and teachers' constraints facing organizational climate indices in the administration of secondary schools. Since p-value (0.929) surpasses the significance threshold of 0.05, the null hypothesis is accepted. This indicates that there is no statistically significant difference between the mean assessments of administrators and instructors regarding the limitations impacting organizational climate indices. This indicates that both principals and teachers share comparable views on the constraints to implementing organizational climate indices in secondary school administration.

Table 6. T-test summary on principals and teachers on constraints facing organizational climate indices in the administration of secondary schools

Rank	n	Mean	Standard deviation	t-value	df	p-value	Decision
Principal	18	3.35	.10	.089	107	0.929	Accepted
Teacher	91	3.35	.12				

3.7. Ho4: there is no significant difference in the mean ratings between urban and rural teachers on organizational climate indices adopted in the administration of secondary schools

Table 7 shows the results indicate no noteworthy difference between urban and rural teachers for the organizational climate indices used in the administration of secondary schools. The t-value obtained is -0.361, and the corresponding p-value is 0.701. Given that the p-value (0.701) surpasses the significance threshold of 0.05, the null hypothesis is accepted. Consequently, there is no statistically significant variation in the mean assessments of organizational climate indicators between urban and rural teachers in the administration of secondary schools. This indicates that both urban and rural teachers have comparable views regarding the significance of organizational climate indices in school administration.

Table 7. T-test summary on urban and rural teachers on organizational climate indices adopted in the administration of secondary schools

Rank	n	Mean	Standard deviation	t-value	df	p-value	Decision
Urban teachers	50	2.30	.10	-.361	107	0.701	Accepted
Rural teachers	41	2.67	.12				

3.8. Ho5: there is no significant difference in the mean ratings between urban and rural teachers on the influence of organizational climate indices on teachers' job performance in the administration of secondary schools

Table 8 shows the results indicate no significant difference between urban and rural teachers on the impact of organizational climate indices on teachers' job performance in the administration of secondary schools. The t-value obtained is 0.188, and the corresponding p-value is 0.84. Given that the p-value (0.84) surpasses the significance threshold of 0.05, the null hypothesis is thus accepted. Consequently, there is no statistically significant difference in the mean assessments of urban and rural teachers regarding the impact of organizational climate indices on teachers' work performance in secondary school administration. This

indicates that both urban and rural teachers hold comparable views on the significance of organizational climate indices for teachers' job performance in the administration of secondary schools.

Table 8. T-test summary on urban and rural teachers on the influence of organizational climate indices on teachers' job performance in the administration of secondary schools

Rank	n	Mean	Standard deviation	t-value	df	p-value	Decision
Urban teachers	50	2.56	.33	.188	107	0.84	Accepted
Rural teachers	41	3.46	.28				

3.9. Ho6: there is no significant difference in the mean between urban and rural teachers on constraints facing organizational climate indices in the administration of secondary schools

Table 9 shows the results indicate no substantial difference between urban and rural teachers concerning the influence of organizational climate indices on constraints in the administration of schools. The t-value obtained is 0.134, and the corresponding p-value is 0.926. Given that the p-value (0.926) surpasses the significance threshold of 0.05, the null hypothesis is accepted. Consequently, there is no statistically significant variation in the means of urban and rural teachers regarding the restrictions affecting organizational climate indices in secondary school administration. This indicates that both urban and rural teachers have comparable views regarding the significance of constraints facing organizational climate indices in the administration of secondary schools.

Table 9. T-test summary on the mean between urban and rural teachers on constraints facing organizational climate indices in the administration of secondary schools

Rank	n	Mean	Standard deviation	t-value	df	p-value	Decision
Urban teachers	50	2.21	.09	.134	107	0.926	Accepted
Rural teachers	41	2.64	.11				

4. DISCUSSION

This study shows that, overall, employees' perceptions of the work environment have a considerable influence on their behavior and job performance. As a result of this study, principals and other school heads are drawn closer to their subordinates, such as teachers and even students. Organizational leaders' attention is drawn to the fact that intrinsic motivation alone is not sufficient to maximize employees' job performance. The work environment must foreground issues such as adequate remuneration, incentives and recognition. It is easier to carry students along when student leaders are involved in school decision-making, especially on issues that concern the students. In this study, the findings are in tandem with Oyibo and Sunday [30] and Obionu *et al.* [24], who established that a closed climate negatively affects teachers' job performance, while autonomous, controlled, and open climates positively impact job performance.

The findings of research question two also indicate that, overall, the organizational indices used to assess cities and rural teachers' job performance are adopted to a HE. The null hypothesis on research question two is also accepted. These findings are also in tandem with the earlier studies of Satorre [20], Okoro [31], and Fang and Qi [21], who identified similar indices of organizational climate on teachers' job performance. While Satorre [20] established a correlation between teachers' work environment and performance, Fang and Qi [21] emphasized the need to continually strengthen that relationship to improve performance.

The findings of research question three also indicate that, overall, constraints facing organizational climate indices adopted in the administration of secondary schools are to a HE. The null hypothesis on research question three is also accepted. The finding concurs with Otrębski [25], who found that teachers' perceptions of organizational climate is a predictor of job performance.

5. CONCLUSION

The success and failure of every organization depend on organizational climate. Many organizations have failed as a result of a poor organizational climate that is not open to other staff and students participating in the decision-making. The relevance of a conducive organizational climate must be a critical focus for administrators to enable secondary schools to survive for a long time.

It was suggested that the Delta State Education Ministry should employ more teachers, so that the staff would not be over-stressed in the performance of their duties. School authorities should have clear organizational goals in order to achieve the mission as stated in the school rules and regulations. The Delta State Ministry of Education should establish a clear corporate culture for schools so that staff do not deviate

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from expectations. There should be a well-defined organizational structure so that the duties of principals and teachers can be carried out without hindrance.

The researchers faced several challenges and constraints throughout this study. It took time and financial resources to cover the schools under study, and this put a strain on the researchers. Besides, some respondents had to be persuaded before they could respond to the questionnaire. Despite these constraints, the researchers were able to collect data and produce viable results. A future study on organisational climate could be extended to other local government areas in Delta State and to other states in Nigeria.

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AUTHOR CONTRIBUTIONS STATEMENT

This journal uses the Contributor Roles Taxonomy (CRediT) to recognize individual author contributions, reduce authorship disputes, and facilitate collaboration.

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
James Okoro	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		
Patience Ewomaoghene Okoro	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	

C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

CONFLICT OF INTEREST STATEMENT

The authors assert the absence of any conflict of interest.

INFORMED CONSENT

All participants in this study have provided informed consent.

ETHICAL APPROVAL

During the data-gathering process, ethical guidelines were adhered to. The study on human use was conducted in accordance with all national and institutional regulations and the principles of the Declaration of Helsinki. It was also approved by the authors' institutional review board or a similar group.

DATA AVAILABILITY

The data supporting the findings of this study are available upon request from the corresponding author, [PEO].

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APPENDIX

Table 3. Mean of the constraints facing organizational climate indices adopted in the administration of secondary schools

S/N	Items on constraints facing organizational climate indices on teachers' job performance in the administration of secondary schools	VHE	HE	LE	VLE	$\bar{x}$	Standard deviation	Decision
1	Inadequate human resources	41	68	0	0	3.38	0.49	HE
2	Undefined organizational goals	41	68	0	0	3.38	0.49	HE

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Table 3. Mean of the constraints facing organizational climate indices adopted in the administration of secondary schools (continue)

S/N	Items on constraints facing organizational climate indices on teachers' job performance in the administration of secondary schools	VHE	HE	LE	VLE	$\bar{x}$	Standard deviation	Decision
3	Lack of corporate culture	36	73	0	0	3.33	0.47	HE
4	Absence of organizational structure	35	73	1	0	3.31	0.49	HE
5	Poor communication network	38	71	0	0	3.35	0.48	HE
6	Poor school personnel relation	35	72	2	0	3.30	0.50	HE
7	Inadequate training facilities	73	36	0	0	3.33	0.47	HE
8	Poor school organization	32	77	0	0	3.29	0.46	HE
9	Poor leadership pattern	31	78	0	0	3.28	0.45	HE
10	Inadequate motivation	44	65	0	0	3.40	0.49	HE
11	Poor organizational policy	50	59	0	0	3.46	0.50	HE
12	Inadequate rewards system	46	62	1	0	3.41	0.51	HE
13	Poor recognition	35	73	1	0	3.31	0.49	HE
14	Poor teamwork	38	71	0	0	3.35	0.48	HE
15	Inadequate decision-making practices	39	70	0	0	3.36	0.48	HE
16	Lack of concern for employees	39	70	0	0	3.36	0.48	HE
17	Poor economic condition for staff	36	73	0	0	3.33	0.47	HE
18	Unclear defined values	38	71	0	0	3.35	0.48	HE
19	No understanding of the complexity of the organization	38	71	0	0	3.35	0.48	HE
20	Non-availability of technological equipment	37	72	0	0	3.34	0.48	HE
Aggregate mean						3.35	0.48	
Criterion mean						2.50		

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James Okoro    teaches business education at Delta State University in Abraka, Nigeria, where he serves as a professor in the Department of Business Education under the Faculty of Education. In addition to his PhD in Educational Administration from the University of Port Harcourt in 2005 and his M.Ed. in Business Education from the University of Benin in 2008, he also has a B.Sc. (Hons) in Business Education (Secretarial Studies Option) from 1992 and an M.Ed. in Educational Management from 1998 from Rivers State University, Port Harcourt. He also has a PhD in Business Education from Nnamdi Azikiwe University, Awka, in 2012. From 2017 to 2020, he served as head of the Department of Business Educators, was a representative of the Faculty of Education before the Senate, and was the director of the instructional resource centre and the coordinator of the Delsu affiliate program in Agbor. On October 1, 2018, he was promoted to the position of professor of business educators. He is currently serving as the managing editor of the Delta Business Education Journal, as well as being a member of the editorial board for the Nigeria Journal of Business Education, a member of Association of Business Educators of Nigeria (ABEN), and the chairman of the ABEN Delta State Chapter. After supervising numerous postgraduate theses and dissertations, he now serves as an external examiner at three universities. He can be contacted at email: jokoro@delsu.edu.ng.



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