

Organizational Climate as a Predictor of Lecturers' Job Productivity in Tertiary Institutions in Ogun State

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Abstract

This study investigated the effect of organizational climate on the job productivity of lecturers in tertiary institutions in Ogun State, Nigeria. Organizational climate, which includes elements such as communication practices, institutional support, and job satisfaction, plays a critical role in shaping employees' attitudes and performance outcomes. Although this concept has received considerable attention globally, there is limited empirical evidence within the Nigerian higher education context, particularly at the state level. To address this gap, the study examined the relationship between key dimensions of organizational climate and the productivity of academic staff. The study was guided by four research questions and four corresponding null hypotheses. A correlational research design was adopted for the investigation. The target population comprised 3,432 academic staff drawn from universities, polytechnics, and colleges of education in Ogun State. Using stratified and proportionate sampling techniques, a sample of 1,697 lecturers, representing approximately 49% of the population, was selected based on the Krejcie and Morgan (1970) sample size determination table. Data were obtained through two structured and validated instruments: the Organizational Climate Questionnaire (OCQ) and the Lecturers' Job Productivity Questionnaire (LJPQ). The instruments demonstrated acceptable reliability coefficients of

0.75 and 0.77, respectively. Data analysis was conducted using descriptive statistics alongside the Pearson Product Moment Correlation at a 0.05 level of significance. The findings indicated strong, positive, and statistically significant relationships between organizational climate and lecturers' job productivity. Among the dimensions examined, communication, institutional support, and job satisfaction emerged as significant predictors, with job satisfaction showing the highest predictive strength. Based on these results, the study concluded that a supportive and well-structured organizational climate is essential for enhancing lecturers' performance. Consequently, it is recommended that tertiary institutions strengthen internal communication channels, provide adequate support systems for staff, and implement policies that promote higher levels of job satisfaction.

Keywords: Organizational Climate; Lecturers' Productivity; Communication; Institutional Support; Job Satisfaction.

1. Introduction

In the contemporary global economy, which is increasingly driven by knowledge and innovation, the effectiveness and productivity of academic staff in higher education institutions have become central concerns for policymakers, institutional leaders, and scholars. Lecturer productivity is commonly evaluated based on their capacity to deliver quality instruction, conduct meaningful research, undertake administrative responsibilities, and contribute to institutional growth and development. While these indicators are widely acknowledged, an essential determinant that is often underemphasized is the organizational climate within which lecturers operate. Organizational climate encompasses the collective perceptions, shared values, attitudes, and norms that define the working environment of an institution. It reflects how staff perceive communication patterns, support systems, autonomy, recognition, job satisfaction, and professional relationships in the workplace. A favourable organizational climate fosters trust, openness, and mutual respect, thereby creating conditions that enhance optimal performance. Conversely, a poor or unsupportive climate may lead to disengagement, reduced morale, and weakened commitment among academic staff (Ng & Feldman, 2020).

The higher education sector presents a distinctive work environment where lecturers are not only tasked with knowledge dissemination but are also actively involved in research activities, curriculum design, student mentorship, and institutional governance. As a result, the environment in which they function, shaped by leadership approaches, availability of resources, institutional support, and interpersonal relationships, plays a significant role in determining their level of productivity. When the organizational climate is supportive and enabling, it encourages teamwork, minimizes stress, and promotes innovation among academic staff. In contrast, a rigid, bureaucratic, or unsupportive climate can hinder creativity, reduce motivation, and negatively affect overall staff morale (Kocakulah & Uğur, 2021).

In the Nigerian context, concerns regarding the productivity of lecturers in tertiary institutions have persisted despite various reforms and policy initiatives aimed at improving the education sector. Issues such as ineffective communication channels, lack of recognition, insufficient institutional support, and excessive workload demands are commonly reported

challenges that hinder optimal performance. These problems often reflect deeper deficiencies within the organizational climate of these institutions. Okoro et al. (2024) noted that many public universities in Nigeria are characterized by leadership and administrative practices that contribute to low job satisfaction and declining academic productivity. They further emphasized that when lecturers operate within hostile or poorly structured institutional environments, their motivation, commitment, and performance tend to diminish. Although infrastructural inadequacies and funding constraints remain prevalent, the psychological and social dimensions of the work environment are equally critical in determining whether lecturers can perform effectively or merely cope with existing challenges (Aithal, 2020; Okoro et al., 2024).

Focusing on Ogun State, which hosts a diverse range of universities, polytechnics, and colleges of education, lecturers are increasingly expected to meet rigorous academic standards despite limited resources. These institutions are under growing pressure to enhance academic output, improve institutional rankings, and align with global educational benchmarks. Within this context, the organizational climate becomes a crucial factor that can either facilitate or hinder lecturer performance. However, there is a noticeable lack of empirical studies examining how different components of organizational climate influence job productivity in tertiary institutions within the state.

Key dimensions of organizational climate, including communication, institutional support, and job satisfaction, play vital roles in shaping lecturers' work experiences and performance outcomes. Communication, defined by the extent to which information is shared openly and effectively within an institution, can significantly influence staff engagement. Transparent and timely communication fosters a sense of inclusion and helps lecturers align their efforts with institutional goals. Similarly, institutional support, manifested through mentorship opportunities, access to teaching resources, and administrative assistance, directly impacts lecturers' ability to perform their responsibilities efficiently and confidently. Job satisfaction, another critical component, has consistently been associated with increased motivation, reduced turnover intentions, and enhanced job performance (Lumby & Foskett, 2021; Lee & Kim, 2021).

The emergence of the post-COVID-19 era has introduced additional complexities to the higher education landscape. Institutions are now required to adapt to rapid technological advancements, implement hybrid teaching models, and engage in global academic collaborations. These changes have intensified the demands placed on lecturers, many of whom must adjust to new teaching modalities with limited institutional support. In such a dynamic environment, a positive organizational climate, characterized by flexibility, empathy, and effective communication, serves as a critical support mechanism that can mitigate stress and enhance productivity (Mishra, Gupta, & Shree, 2021).

Empirical evidence from recent studies continues to underscore the importance of organizational climate in influencing academic performance. Chavez et al. (2021) found that lecturers who perceive their institutional environment as inclusive, respectful, and supportive of professional growth tend to exhibit higher levels of productivity. Similarly, Goh and Kuo

(2021) argued that institutions with adaptive leadership and collaborative cultures are better positioned to manage change and maintain staff engagement. Berberoglu (2018) further asserted that a well-structured organizational climate enhances employee motivation and commitment, ultimately leading to improved productivity and reduced resistance to organizational objectives.

Despite the increasing global attention given to organizational climate, research within the Nigerian higher education system remains limited. While some studies have explored the relationship between job satisfaction, leadership practices, and lecturer performance, there is a paucity of research specifically examining how distinct dimensions of organizational climate, such as communication, institutional support, and job satisfaction, predict lecturers' productivity. This gap is particularly evident in Ogun State, where differences in institutional structures and management practices between public and private institutions may lead to varying organizational climates.

Given these disparities, there is a compelling need for empirical investigation into how organizational climate influences lecturers' job productivity in tertiary institutions across Ogun State. Such an inquiry is essential for informing evidence-based policy decisions, enhancing leadership practices, and identifying key organizational factors that should be prioritized to improve staff performance. Ultimately, fostering a positive organizational climate represents a cost-effective and sustainable strategy for improving academic productivity and achieving institutional excellence in an increasingly competitive and demanding educational environment.

1.1 Statement of the Problem

The productivity and effectiveness of lecturers in higher education institutions play a crucial role in determining the overall quality and reputation of the educational system. Although considerable efforts have been directed toward improving academic standards and implementing institutional reforms, many tertiary institutions in Ogun State still struggle with issues such as low staff morale, inconsistent productivity, and underperformance among lecturers. These challenges significantly affect teaching effectiveness, research contributions, and student achievement outcomes. While attention has largely focused on enhancing infrastructure and revising curricula, insufficient emphasis has been placed on the organizational environment in which lecturers carry out their duties.

Academic staff frequently report concerns including ineffective communication systems, inadequate administrative support, limited recognition, and poor working conditions. Such challenges are indicative of an unfavourable organizational climate, which can adversely influence lecturers' motivation, commitment, and overall job performance. In many cases, lecturers are expected to meet high professional demands without the necessary institutional support for their career development and wellbeing. This situation often leads to increased stress levels, burnout, disengagement, and ultimately reduced productivity.

Despite these realities, institutional administrators tend to prioritize structural adjustments and policy reforms, often overlooking the critical role of organizational climate in shaping

staff performance. There is therefore a pressing need to examine how key elements of organizational climate, particularly communication, institutional support, and job satisfaction, affect lecturers' productivity in higher education institutions. However, empirical evidence on this subject remains scarce, especially within Ogun State. Without adequate research-based insights, institutional policies may fail to address the underlying factors influencing lecturer performance. This study was therefore designed to explore the relationship between organizational climate and lecturers' job productivity, with the aim of providing practical recommendations for improving institutional practices and fostering a more supportive and productive academic environment.

1.2 Purpose of the Study

The main goal of this study is to examine how organizational climate affects lecturers' job productivity in higher education institutions in Ogun State. Specifically, the study aims to:

1. explore the relationship between organizational climate and lecturers' job productivity;
2. investigate how communication impacts lecturers' job productivity;
3. assess the effect of institutional support on lecturers' job productivity;
4. analyze the influence of job satisfaction on lecturers' job productivity.

1.3 Research Questions

The investigation was framed around the following research questions:

1. What is the relationship between organizational climate and lecturers' job productivity?
2. What is the relationship between communication and lecturers' job productivity?
3. What is the relationship between support and lecturers' job productivity?
4. What is the relationship between job satisfaction and lecturers' job productivity?

1.4 Hypotheses

The research tested the null hypotheses listed below at a 0.05 significance level:

1. There is no significant relationship between organizational climate and lecturers' job productivity.
2. There is no significant relationship between communication and lecturers' job productivity.
3. There is no significant relationship between support and lecturers' job productivity.
4. There is no significant relationship between job satisfaction and lecturers' job productivity.

2. Methods

This study adopted a correlational research design to examine the relationship between organizational climate and lecturers' job productivity. The choice of this design was informed by its suitability for determining both the strength and direction of relationships between variables without manipulating them. The population of the study comprised 3,432 academic staff drawn from universities, polytechnics, and colleges of education across Ogun State. From this population, a sample of 1,697 lecturers was selected using the Krejcie and Morgan (1970) sample size determination table for finite populations. To ensure adequate representation of all categories of tertiary institutions, stratified and proportionate sampling techniques were utilized.

Data for the study were gathered using two structured instruments developed by the researcher: the Organizational Climate Questionnaire (OCQ) and the Lecturers' Job Productivity Questionnaire (LJPQ). The OCQ was designed to capture respondents' perceptions of their institutional work environment, focusing specifically on dimensions such as communication, institutional support, and job satisfaction. The LJPQ, on the other hand, assessed lecturers' productivity across key areas including teaching effectiveness, research output, and administrative responsibilities. Both instruments were structured on a four-point Likert scale. For the OCQ, response options ranged from Strongly Disagree (1) to Strongly Agree (4), while the LJPQ responses ranged from Very Low (1) to Very High (4).

To establish content validity, the instruments were subjected to expert evaluation. Three specialists in Educational Management, comprising two supervisors and one academic staff member, reviewed the instruments to ensure alignment with the study objectives, clarity of items, and overall appropriateness. Their suggestions were incorporated to refine the final versions of the instruments. Reliability was determined using Cronbach's Alpha technique. A pilot study involving 30 academic staff from tertiary institutions in Lagos State, outside the study area, was conducted. The results yielded reliability coefficients of 0.75 for the OCQ and 0.77 for the LJPQ, indicating acceptable levels of internal consistency.

The administration of the instruments was carried out by the researcher with the assistance of three trained research assistants. Prior approval was obtained from the relevant institutional authorities before data collection commenced. Participants were briefed on the purpose of the study and assured of the confidentiality of their responses. The questionnaires were administered and retrieved on-site to maximize response rates. Out of the 1,697 copies distributed, 1,684 were successfully returned, comprising 907 responses from senior academic staff and 777 from junior academic staff, while 13 were not retrieved. This represents a response rate of approximately 99.23%, indicating a high level of participant engagement and reliability of the data.

Data analysis involved the use of the coefficient of determination (r^2) to answer the research questions, while the hypotheses were tested using the Pearson Product Moment Correlation at a 0.05 level of significance. The decision rule was to reject the null hypothesis when the p-value was less than or equal to 0.05, and to retain it when the p-value exceeded 0.05.

3. Results

- What is the relationship between organizational climate and the job productivity of lecturers?

Table 1. Relationship Between Organizational Climate and Lecturers' Job Productivity

Variables	N	r	r ²	r ² %	Remark
Organizational climate	907	0.74	0.547	54.7	Strong positive relationship
Job productivity	777				

Table 1 shows the relationship between organizational climate and lecturers' job productivity using correlation analysis. The obtained coefficient ($r = 0.74$) reflects a strong positive association. Furthermore, the coefficient of determination ($r^2 = 0.547$) indicates that organizational climate accounts for approximately 54.7% of the variation in lecturers' productivity.

- There is no significant relationship between organizational climate and the job productivity of lecturers.

Table 2. Significance of Relationship Between Organizational Climate and Lecturers' Job Productivity

Variables	N	r-cal	Sig. (2-tailed)	Decision
Organizational climate	907	0.74	0.001	Reject HO ₁
Job productivity	777			

Table 2 indicates a strong, positive, and statistically significant relationship between organizational climate and lecturers' job productivity. The p-value of 0.001 is less than the 0.05 significance level. Therefore, the null hypothesis is rejected, confirming that organizational climate significantly influences lecturers' productivity.

- What is the relationship between communication and lecturers' job productivity?

Table 3. Relationship Between Communication and Lecturers' Job Productivity

Variables	N	r	r ²	r ² %	Remark
Communication	907	0.78	0.608	60.8	Strong positive relationship
Job productivity	777				

Table 3 displays the relationship between communication and lecturers' job productivity. The correlation coefficient of 0.78 indicates a strong positive association. Additionally, the coefficient of determination ($r^2 = 0.608$) shows that communication accounts for 60.8% of the variation in lecturers' productivity.

- There is no significant relationship between communication and lecturers' job productivity.

Table 4. Significance of Relationship Between Communication and Lecturers' Job Productivity

Variables	N	r-cal	Sig. (2-tailed)	Decision
Communication	907	0.78	0.0001	Reject HO ₂
Job productivity	777			

Table 4 reveals that communication within the organizational setting is strongly and positively related to lecturers' job productivity ($r = 0.78$). The relationship is statistically significant, as the p-value of 0.0001 is below the 0.05 level. Hence, the null hypothesis is rejected, confirming a significant relationship.

- What is the relationship between support and lecturers' job productivity?

Table 5. Relationship Between Support and Lecturers' Job Productivity

Variables	N	r	r ²	r ² %	Remark
Support	907	0.73	0.533	53.3	Strong positive relationship
Job productivity	777				

Table 5 shows the relationship between institutional support and lecturers' job productivity using correlation analysis. The coefficient of 0.73 indicates a strong positive association between support and productivity. Moreover, the coefficient of determination ($r^2 = 0.533$) shows that 53.3% of the variation in lecturers' productivity is explained by the level of support provided.

- There is no significant relationship between support and lecturers' job productivity.

Table 6. Significance of Relationship Between Support and Lecturers' Job Productivity

Variables	N	r-cal	Sig. (2-tailed)	Decision
Support	907	0.73	0.002	Reject HO ₃
Job productivity	777			

Table 6 shows that institutional support has a strong positive relationship with lecturers' job productivity ($r = 0.73$). The p-value of 0.002 is less than the 0.05 significance level, indicating that the relationship is statistically significant. Consequently, the null hypothesis is rejected, confirming a significant link between support and lecturers' productivity.

- What is the relationship between job satisfaction and lecturers' productivity?

Table 7. Relationship Between Job Satisfaction and Lecturers' Job Productivity

Variables	N	R	r^2	$r^2\%$	Remark
Job satisfaction	907	0.81	0.656	65.6	Strong positive relationship
Job productivity	777				

Table 7 shows the relationship between job satisfaction and lecturers' job productivity using correlation analysis. The coefficient ($r = 0.81$) indicates a very strong positive association, highlighting a significant relationship. In addition, the coefficient of determination ($r^2 = 0.656$) shows that job satisfaction explains 65.6% of the variation in lecturers' productivity.

- There is no significant relationship between job satisfaction and lecturers' productivity.

Table 8. Significance of Relationship Between Job Satisfaction and Lecturers' Job Productivity

Variables	N	r-cal	Sig. (2-tailed)	Decision
Job satisfaction	907			
		0.81	0.0001	Reject HO ₄
Job productivity	777			

Table 8 shows that job satisfaction has a very strong positive relationship with lecturers' job productivity ($r = 0.81$). The p-value of 0.0001 is below the 0.05 level of significance, indicating statistical significance. Therefore, the null hypothesis is rejected, confirming that job satisfaction significantly influences lecturers' productivity.

4. Discussion

The findings of this study showed a statistically significant relationship between organizational climate and lecturers' job productivity in tertiary institutions. A favourable organizational climate, characterized by mutual respect, collaboration, and adequate support, was found to enhance lecturers' motivation, commitment, and overall engagement with their professional responsibilities. This implies that when academic staff perceive their work environment as positive and enabling, they are more likely to perform effectively across teaching, research, and administrative roles. This outcome is consistent with prior empirical evidence. For instance, Lee and Kim (2021) reported that a supportive and well-structured organizational environment promotes efficiency and enthusiasm among lecturers. Similarly, Kocakulah and Uğur (2021) emphasized that institutional climates that support work-life balance and provide opportunities for professional growth significantly improve staff productivity. These findings collectively reinforce the argument that organizational climate is a critical determinant of job satisfaction and performance in academic settings.

Nevertheless, the interpretation of this result should be approached with caution due to certain methodological limitations. The reliance on self-reported data introduces the possibility of response bias, including tendencies such as social desirability or exaggerated perceptions of institutional conditions. Furthermore, the use of a correlational research design restricts the ability to draw causal inferences. While the findings confirm an association between organizational climate and productivity, they do not establish a direct cause-and-effect relationship. Additionally, contextual variations within tertiary institutions in Ogun State, such as differences in funding structures, leadership styles, and institutional policies, may have influenced the magnitude of the observed relationship.

The study also revealed a significant and strong relationship between communication and lecturers' job productivity. Effective communication within the institutional setting was identified as a key factor contributing to improved staff performance. Clear information flow,

transparency in decision-making, and the availability of feedback mechanisms enable lecturers to align their activities with institutional goals and expectations. According to Lumby and Foskett (2021), communication-centered leadership practices foster trust and strengthen relationships between management and staff, thereby enhancing productivity and job satisfaction. When lecturers are well-informed and feel included in institutional processes, they are more likely to demonstrate higher levels of engagement and commitment.

Despite the strength of this finding, certain limitations must be acknowledged. Communication was treated as a single, unified construct in this study, which may not adequately reflect its multidimensional nature. In practice, communication encompasses various forms, including formal and informal interactions, as well as vertical and horizontal communication flows. The failure to distinguish among these dimensions may have limited the depth of analysis. Moreover, the possibility of common method bias cannot be overlooked, as both independent and dependent variables were measured using similar Likert-scale instruments administered concurrently. This methodological approach may have contributed to inflated correlation values, thereby overstating the strength of the relationship.

In addition, the findings revealed a significant positive association between institutional support and lecturers' job productivity. The provision of adequate support—ranging from access to teaching resources and research funding to mentorship and emotional encouragement—was shown to enhance lecturers' effectiveness and overall performance. This aligns with the findings of Syaodih et al. (2021), who noted that lecturers who perceive high levels of institutional support are more motivated and perform better in their professional roles. Similarly, Lee (2021) observed that when academic staff feel valued and supported, they are more likely to exhibit commitment and sustained productivity.

However, this result is not without limitations. The concept of “support” in this study was broadly defined and measured as a composite variable, incorporating diverse elements such as administrative assistance, professional development, and emotional backing. This aggregation may have obscured the relative contribution of specific forms of support to productivity outcomes. Furthermore, individual differences among lecturers, such as years of experience, personal resilience, and disciplinary demands, were not accounted for in the analysis. These factors could potentially moderate the relationship between support and productivity, thereby influencing the observed results.

A particularly noteworthy outcome of the study was the strong and statistically significant relationship between job satisfaction and lecturers' job productivity. This finding underscores the central role of job satisfaction in driving employee performance within academic institutions. Lecturers who experience higher levels of satisfaction with their roles, working conditions, and institutional environment are more likely to demonstrate increased motivation, commitment, and productivity. This observation is supported by previous studies (Aithal, 2020; Lumby & Foskett, 2021), which identified job satisfaction as a key predictor of job performance. Satisfied lecturers tend to exhibit lower absenteeism, greater engagement, and a stronger sense of responsibility toward their professional duties.

Importantly, job satisfaction emerged as the most influential predictor of lecturers'

productivity in this study, with the highest correlation coefficient ($r = 0.81$) and explaining 65.6% of the variance. This finding can be explained by the inherently psychological nature of job satisfaction, which reflects an individual's overall evaluation of their work environment. Unlike other dimensions of organizational climate, such as communication and support, job satisfaction represents an internalized response that directly influences behaviour, motivation, and effort. When lecturers are satisfied, they are more inclined to invest additional effort, maintain consistent performance, and actively contribute to institutional goals.

Another plausible explanation for the dominant influence of job satisfaction lies in its integrative function. Job satisfaction often serves as both an outcome of other organizational climate variables and a predictor of performance. For instance, effective communication and strong institutional support are likely to enhance job satisfaction, which in turn drives productivity. This dual role may have amplified its predictive strength in the present study. However, caution is required in interpreting this finding due to potential conceptual overlap between job satisfaction and productivity. The close relationship between these constructs may lead to inflated correlation coefficients, thereby overstating the strength of the association.

Furthermore, contextual and cultural factors within Nigerian tertiary institutions may have contributed to the prominence of job satisfaction as a predictor. In many cases, factors such as job security, recognition, and working conditions play a significant role in shaping lecturers' satisfaction levels. These contextual influences may have strengthened the observed relationship between job satisfaction and productivity in this study.

5. Conclusion

This study established that organizational climate is a significant determinant of lecturers' job productivity in tertiary institutions in Ogun State. The results revealed strong positive relationships between overall organizational climate and productivity, as well as between its key dimensions (communication, institutional support, and job satisfaction) and lecturers' performance. These findings suggest that when lecturers perceive their work environment as supportive, transparent, and rewarding, their levels of motivation, engagement, and productivity improve substantially. The study therefore concludes that fostering a positive organizational climate is essential for enhancing academic staff performance. Institutional leaders should prioritize strategies aimed at improving communication systems, strengthening support mechanisms, and promoting job satisfaction among lecturers. By creating a conducive and enabling work environment, tertiary institutions can achieve improved productivity and better overall performance outcomes.

Recommendations

The findings of this study give rise to the following recommendations:

1. Tertiary institutions should establish effective two-way communication channels that foster transparency, ensure timely feedback, and promote staff participation in decision-making processes.

2. Institutional administrators should provide lecturers with adequate resources, relevant training opportunities, and sufficient administrative support to enhance effective job performance.
3. Management should formulate policies that recognize and reward staff achievements, ensure equitable distribution of workload, and create accessible promotion opportunities to improve morale and job satisfaction.

Institutions should conduct regular assessments of their organizational climate through surveys or structured evaluations to identify existing gaps and implement necessary measures for sustaining improved productivity.

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Competing Interests Statement

The authors declare that there are no competing or potential conflicts of interest.

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