

Selected School Climate Variables and Lecturers' Attitude to Work in Colleges of Education in South-South Zone, Nigeria

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Abstract - The high level of non-chalant and uncommitted attitude of lecturers towards their work in Colleges of Education in Nigeria, with particular reference to the Colleges in South-South Zone of Nigeria; prompted this research work. The research was therefore designed to investigate Selected School Climate Variables and Lecturers' Attitude to Work in Colleges of Education in South-South Zone of Nigeria. The study used all the seven (7) Colleges in the zone comprising of 1,418 academic staff. The sample for the study was 180 academic staff drawn from all the seven (7) Colleges of Education in the zone, out of which, 30 were between the ranks of Senior to Chief Lecturers. The instrument used for data collection was a well-designed questionnaire on School Climate Variables and Lecturers' Attitude to Work (SCVLAW). The instrument was validated by two experts in educational measurement and evaluation and a Cronbach's Alpha reliability coefficient of 0.88 was obtained from the data collected in a test and re-test sample of 30 subjects. A correlational design was used; four research questions and four hypotheses were formulated to guide the study. Pearson Product Moment Correlation (PPMC) analysis was used to test the level of relationships amongst the variables. The study revealed among other things that, there is a very high level of relationship between availability of school working facilities and lecturers' attitude to work; with mean average of 2.64 and standard deviation of 1.05; there was high level of social climate variable in the Colleges under study, there is a high relationship between Chief Executive leadership style and lecturers' attitude to work and a high level of relationship between lecturers' participation in school decision-making and their attitude to work. On the test of hypotheses between the variables, it was found that all the investigated variables have a high relationship among themselves. Based on these findings, it was concluded that school climate variables must be taken into consideration in school administration since they have significant relationship with lecturers' attitude to work.

Keywords: School climate variables, lecturers, attitude to work, relationship, school facilities.

1. Introduction

Education is one of the important factors that help in bringing about rapid social and economic development in any given nation. This is because it is through the medium of education that the various categories of manpower are developed. "Within the framework of education, teachers are at the focus of any human resource development and also the major agent through which the curriculum finds its fulfillment and actualization", [7]. Therefore, for the objectives of education of any nation to be realized, it is very obvious that teachers must be happy on their job, highly motivated and enthusiastic to carry out their task of teaching and learning. This implies that teachers need to have a very positive attitude towards their work and need to be highly productive if the immediate and the long term objectives of education are to be achieved. The critical relevance of teachers as the key agents of curriculum implementation has been recognized by [8] in its National Policy on Education (NPE). The policy observed that "teacher education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers".

Teachers, therefore, from all indications, occupy a very central position in any educative process and any amount of financial resources spent on their welfare and productivity are investment in the right direction.

Colleges of Education in Nigeria is one of the levels of tertiary education established to produce effective, competent, conscious, highly motivated and dedicated teachers at both the primary and post primary schools level. [2] noted that the functions of the College as spelt out in the Decree (Act) that established it include; to produce full time course of teaching instruction and training in technical, vocational, science and arts; to conduct courses in education for qualified teachers, to provide teachers with intellectual and professional background

adequate for their assignment and make them adaptable to any changing situation not only in the life of their country, but in the wider world. The mandate of the colleges of education can only be achieved in a conducive organizational climate.

[1], defined organizational climate as the atmosphere that prevails in an organization and is characterized by the social and professional interaction of people. [6], considered organizational climate as the enduring characteristics, which describe a particular organization and distinguish it from other organization; and also influence the behaviour of staff in the organization. [6], added that the distinguish characteristics included the school environment, the inter-personal relationship existing among various members of the school community, decision-making process, communication network and general feelings of the entire members of the school and visitors to the school. The organizational climate of the colleges of education results from the reciprocal effect of interaction between the leadership and lecturers. School climate is a multidimensional concept that include physical, academic, social, leadership among others. [5], stated that the physical dimension of school climate includes the appearance of the school infrastructures, school size and ratio of students and teachers, order and organization of classrooms, availability of resources and safety and comfort, while academic dimension refers to the quality of instruction and teacher expectations for student achievement. [5] Added that the social dimension refers to the quality of interpersonal relationships not only between teachers and students but also between teachers and staff including the school administrators. In the context of this study, school climate is the behavioural pattern, structure, norms, values and tradition of a college that distinguish itself from other colleges.

The researchers observed that despite the interest and huge investment made in the field of education, especially by Tertiary Education Trust Fund (TET Fund), it is observed that most colleges of education still turn out weak graduates. Some of such graduates cannot even read and write, talk less of being independent of themselves. In Nigeria today, there is a debate as to what is responsible for the poor performance of students from our Colleges of Education. While some blame it on the lecturers, others blame the government for inadequate funding of the institutions and some blame the parents for poor parenting and this have led Martin, [9] on determinants of poor academic performance among undergraduate students- a systematic literature review. Also, [12] findings revealed the following as the remote causes; heredity, home background or socio-economic status of parents, peer group influence, students' attitude to studies, availability of working facilities, teachers' attitude to work, leadership styles of school heads, etc. Their study also revealed that even though students are favorably disposed to the above named factors, some Colleges

still turn out weak graduates. It is therefore, the poor performance and weak graduate from Colleges of Education that gave rise to the question as to whether; there are some factors within the colleges that affects the academic quality of students and job efficiency.

1.1 Statement of the Problem

Many Nigerians believe that the standard of education has fallen to such an extent that the educational system has not been meeting its objectives and goals especially at Colleges of Education level.

The major objectives of Teacher Education include, imparting an adequate knowledge of the subject matter, equipping the prospective teachers with necessary pedagogic skills, enabling teachers to acquire understanding of child psychology, developing self-confidence in the teacher, enabling teachers to make proper use of instructional materials and so on. Therefore, teachers' training is a key to the sustenance and development of educational system and the actualization of the educational objectives. This implies that Colleges of Education in Nigeria need to be adequately funded with the provision of adequate teaching and learning facilities to ensure qualitative training of the would-be teachers.

It is observed with dismay that most graduates from Colleges of Education cannot read and write and some cannot develop lesson notes and deliver their lessons effectively. Based on this unfortunate situation with graduates from Colleges of Education, one is forced to ask what could be responsible for this. It is that lecturers in the Colleges are not providing the adequate training or it is that teaching and learning facilities are not adequate enough? Could it that teachers are not dedicated, diligent and committed to their job or is it that the leadership style of the Chief Executive of the institution is not favourable for the lecturers to put in their best? or what can be done to enhance positive work attitude by lecturers in Colleges of Education?

It is against this background that the researchers designed this research work to determine the lecturers' perception of selected school climate variables in relation to their attitude to work. Specifically, school physical facilities, leadership styles of the Chief Executives, social climate variable, level of lecturers' dedication and commitment to duty and to find out any other factor that can enhance productivity generally in Colleges of Education system in Nigeria.

1.2 Purpose of the Study

The study specifically sought to correlate selected school climate variables to lecturers' attitude to work in Colleges of Education in South-South Zone of Nigeria; in relation to:

- 1) Physical school facilities variable to lecturers' attitude to work.
- 2) Social climate variable to lecturers' attitude to work.
- 3) Leadership style of the Chief Executive to lecturers' attitude to work.
- 4) Lecturers' participation in decision-making to their attitude to work.

1.3 Scope of the Study

The study is delimited to selected school climate variables and lecturers' attitude to work in Colleges of Education in South-South Zone of Nigeria.

The South-South Zone of Nigeria comprised of six States, namely; Akwa Ibom State, Cross River State, Bayelsa State, Delta State, Rivers State and Edo State with a total number of seven (7) Federal and State Colleges of Education.

1.4 Research Questions

The study provided answers to the following questions;

- 1) How does the level of availability of school working facilities relate to lecturers' attitude to work?
- 2) To what extent does social climate variables relate to lecturers' attitude to work?
- 3) To what extent does leadership style of the College heads relate to lecturers' attitude to work?
- 4) To what extent does lecturers' participation in school decision-making relate to their attitude to work?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance;

- 1) There is no significant relationship between levels of availability of school working facilities and lecturers' attitude to work.
- 2) There is no significant relationship between lecturers' perceived level of school social climate variables and their attitude to work.
- 3) There is no significant difference between lecturers' perception of the chief executive of the College leadership style and their attitude to work.
- 4) Lecturers' participation in school decision-making does not significantly relate to their attitude to work.

2. Methods

The study adopted a correlation survey design. This design was considered appropriate because the study sought to determine the degree of relationship between selected school climate variables and lecturers' attitude to work. The

population of the study comprised of all the Federal and State Colleges of Education in South-South Zone of Nigeria with a total number of three (3) Federal Colleges and four (4) State owned Colleges, making a total of seven (7) Colleges of Education in the zone with a total population of 1,418 academic staff. A simple random sampling technique was used to select six (6) Colleges. 30 lecturers between the ranks of Senior Lecturer to Chief Lecturer were randomly selected from each College, making a sample of 180 respondents for the study. 10 lecturers from each rank of Senior, Principal and Chief Lecturers were considered in the selection from each College.

The instrument used for data collection was designed by the researchers on school climate variables and lecturers' attitude to work (SCVLAW). The instrument was validated by two experts in educational measurement and evaluation and a reliability coefficient of 0.88 was obtained from the data collected in a test-retest sample of 30 subjects. Cronbach's Alpha Statistic was used for this purpose. A four-point rating scale of Very High (VH), High (H), Low (L) and Very Low (VL) was provided for the respondents to respond to the questionnaire items. Five (5) items were developed for each variable in cluster and administered to the respondents with the help of assistant researchers. The research questions were answered using Mean (\bar{x}) and Standard Deviation (SD) based on level of relationship that exist between independent variables (Attitude to work) and dependent variable (school climate). The null hypotheses were tested at 0.05 alpha level using Pearson Product Moment Correlation (PPMC) coefficients.

3. Results

Research Question 1

How does the level of availability of school working facilities relate to lecturers' attitude to work?

Table 1: Mean (\bar{x}) rating of the lecturers' on their relationship between school working facilities and attitude to work

S/ N	Item	VH	H	L	VL	\bar{x}	SD	Decision
1	My College Library is well stocked with relevant textbooks in my subject area.	40	35	65	40	2.53	1.06	VH
2	My College lack necessary equipment for effective teaching and learning.	43	41	51	45	2.55	1.11	VH
3	There are adequate classroom furniture for both staff and students in my College	36	40	64	40	2.60	1.04	VH
4	Most of my College classroom have no doors and windows.	43	40	52	45	2.55	1.11	VH
5	My College buildings are grossly inadequate for the number of staff and students.	15	40	73	52	2.90	.91	VH
Grand Mean (\bar{x})						13.18	5.23	
Average Mean (\bar{x})						2.64	1.05	VH

The result on Table 1 above showed a very high relationship between availability of school working facilities and lecturers' attitude to work with 2.64 average mean (\bar{x}) and standard deviation of 1.05. This result means that school facilities as a climate variable have a very high extent relationship with lecturers' attitude to work.

Research Question 2

To what extent does school social climate variables relate to lecturers' attitude to work?

Table 2: Mean (\bar{x}) standard deviation rating of the lecturers' of their relationship between social climate variable and their attitude to work

S/N	Item	VH	H	L	VL	\bar{x}	SD	Decision
1	My College Provost is very autocratic and difficult to work with.	24	34	75	47	2.80	.97	VH
2	My Provost takes prompt action on staff complaints.	35	41	59	45	2.62	1.06	VH
3	Lecturers in the College are very friendly among themselves.	40	25	70	45	2.67	1.16	VH
4	Lecturers come around themselves during difficult times.	55	40	40	45	2.41	1.11	H
5	Students share freely their challenges with their colleagues.	39	65	45	31	2.38	1.11	H
Grand Mean (\bar{x})						12.88	5.28	
Average Mean (\bar{x})						2.58	1.06	VH

The result on Table 2 above revealed a very high relationship between school social climate variables and lecturers' attitude to work with the average mean (\bar{x}) of 2.58 and standard deviation of 1.06. This is an indication that the existence of social climate variables in a College of Education bears a very high relationship with attitude to work.

Research Question 3

How does the leadership style of the chief executive of College of Education relate to lecturers' attitude to work?

Table 3: Mean (\bar{x}) rating of the lecturers' on relationship between leadership style of the chief executive and lecturers attitude to work

S/N	Item	VH	H	L	VL	\bar{x}	SD	Decision
1	My Provost welcome suggestions from members of staff.	54	53	38	35	2.30	1.10	High
2	My Provost settle conflicts after due consultation with staff.	64	47	43	27	2.18	1.08	High
3	My Provost uses various strategies to get every staff carryout their responsibilities	44	55	40	41	2.45	1.10	High
4	My Provost allow staff to use their initiatives to decide on problem and issues in the College.	64	50	46	20	2.12	1.10	High
5	My College Provost takes most decisions alone for the College.	49	43	39	49	2.49	1.16	High
Grand Mean (\bar{x})						11.45	5.54	
Average Mean (\bar{x})						2.31	1.11	High

The result on Table 3alsoshowed a high relationship between chief executive leadership style and lecturers' attitude

to work with 2.31 average mean (\bar{x}). This indicates that chief executive leadership style has a high relationship with lecturers' attitude towards their work.

Research Question 4

How does the lecturers' participation in school decision-making relate to their attitude to work?

Table 4: Mean (\bar{x}) rating of the lecturers' on relationship between participation in school decision-making and their attitude to work

S/N	Item	VH	H	L	VL	\bar{x}	SD	Decision
1	My chief executive likes to carry most of the staff along in most decisions.	38	50	60	32	2.48	1.01	High
2	My chief executive seems to believe in involving staff in decision-making.	32	56	60	32	2.51	0.99	Very High
3	My College Provost holds meetings regularly to seek staff's opinion about College affairs.	49	62	49	20	2.22	0.99	High
4	My Provost relies on the collection opinion of staff to move the College forward.	41	36	59	43	2.58	1.10	Very High
5	Most of our staff meetings are mere briefing from the chief executive.	49	36	61	34	2.44	1.01	High
Grand Mean (\bar{x})						12.23	5.19	
Average Mean (\bar{x})						2.45	1.04	High

Table 4 shows the mean result on the relationship between lecturers' participation in school decision making and their attitude to work equally revealed a high relationship with the average mean (\bar{x}) of 2.45. The implication is that if lecturers are given opportunity to participate in their school decision making, it will enhance their attitude towards their work.

Hypothesis 1: There is no significant relationship between availability of school working facilities and lecturers' attitude to work. In order to test this hypothesis, a correlation analysis was used to analyze the data as presented on table 5 below.

Table 5: Pearson product moment correlation analysis on the relationship between school working facilities and lecturers' attitude to work

N = 180

Variables	\bar{x}	SD	r - value
School working facility	65.25	75.30	0.491*
Attitude to work	69.18	10.30	

Significant at .05 level, critical r = 0.491, DF= 178

The result on table 5 shows that the calculated r -value of 0.491* is higher than the critical r-value of 0.062 at 0.05 level of significance and 178 degrees of freedom. With this result, the null hypothesis was rejected. This implies that school working facilities has a significant relationship with lecturers' attitude to work. In other words, when lecturers or staff are provided with suitable working facilities, conducive classroom and offices, there is a tendency for them to develop a positive attitude towards their work.

Hypothesis 2: There is no significant relationship between lecturers’ perceived levels of school social climate variables and their attitude to work. Pearson Product Moment Correlation analysis was used to analyze the data as shown on table 6 below.

Table 6: Pearson product moment correlation analysis on the relationship between school climate variables and lecturers’ attitude to work

N = 180

Variables	\bar{x}	SD	r – value
School climate variables	64.96	8.98	
Attitude to work	69.18	10.30	0.013*

Significant at .05 level, critical r = 0.062, r – value = 0.013, DF= 178

The result on table 6 reveals that the calculated r-value of 0.013* is less than the critical r-value of 0.062 at 0.05 level of significance with 178 degrees of freedom. This shows that the null hypothesis was retained. This therefore, means that school social climate variables have no significant relationship with lecturers’ attitude to work. The implication of this result simply means that whether or not there is a cordial or peaceful relationship in schools, it does not relate to attitude to work.

Hypothesis 3: There is no significant relationship between lecturers’ perception of their chief executive (Provost) leadership style and their attitude to work.

Table 7: A correlation analysis on the relationship between lecturers’ perception of their chief executive (Provost) leadership style and their attitude to work

N = 180

Variables	\bar{x}	SD	r – value
Leadership style	64.36	11.38	
Attitude to work	69.18	10.30	0.108*

Significant at .05 level, critical r = 0.062, r – value, DF=178

In like manner, the result of the correlation analysis on table 7 showed the calculated r-value of 0.108* which is greater than critical r-value of 0.062 at .05 level of significant with 178 degrees of freedom. With this result, the null hypothesis was rejected. This result therefore, means that there is a strong and positive relationship between lecturers’ perception of their chief executive’s (Provost) leadership style and their attitude to work.

Hypothesis 4: Lecturers’ Level of Participation in school decision-making does not significantly relate to their attitude to work. A correlation test statistic was used to carry out the analysis. The summary of the result is presented on table 8 below.

Table 8: A correlation analysis on the relationship between lecturers’ level of participation in school decision-making and their attitude to work

N = 180

Variables	\bar{x}	SD	r – value
Level of participation in decision-making	67.83	14.18	
Attitude to work	69.18	10.30	0.262*

Significant at .05 level, critical r = 0.062, r – value = 0.262* DF= 178

The result on table 8 above is on relationship between lecturers’ level of participation in school decision-making and their attitude to work and showed a calculated r-value of 0.262* and a critical r-value of 0.062 at .05 level of significant with 178 degrees of freedom. This means that there is a very strong relationship between lecturers’ level of participation in school decision-making and their attitude to work. The implication is that lecturers or staffs who are allowed to participate in their schools decision-making equally show a positive attitude to work as against those that are not given the chance to participate in decision making.

4. Discussion

Research question one was posed to elicit responses on the level of availability of school working facilities and its relationship to lecturers’ attitude to work. Table one provides the answer to the question. The result revealed a very high level of relationship between availability of school working facilities and lecturers’ attitude to work with the average mean of 2.64 and standard deviation of 1.05. Also, a PPMC analysis was used to assess the relationship of the variables on table 4. It was found that there was a strong and significant relationship between the variables with a calculated r-value of 0.491* and critical r-value of 0.062 at .05 level of significant with 178 degrees of freedom. This finding indicates that lecturers’ attitude to work was or is dependent upon the availability of classroom, teaching and learning materials, good offices, books and so on. This finding is in agreement with [10] opinion that quality of education that students receives bears direct relation to the availability or lack of physical facilities and overall atmosphere in which learning takes place.

Similarly, [11], affirmed that the provision of adequate buildings and instructional materials in the teaching-learning process in our institutions of learning is very crucial for the process of education. In the same agreement with the findings, [10], [11] agreed that materials provision have a positive significant correlation with the teachers’ work performance and students’ academic performance. In support of this finding also, [10] found in a correlation studies on school climate and lecturers’ attitude to work in higher institutions of learning in Cross River State that a congenial working environment,

adequate working facilities and good tone of the school promote positive attitude to work by lecturers/teachers and other staff in the school organization. Again, in conformity with the finding [15] who research on school facilities and their relationship to teachers' attitude to work found that the quality of a physical plant or environment is related to non-cognitive outcomes such as better attitude toward school work.

The findings on table 2 revealed a very high relationship between school social climate variables and lecturers' attitude to work with an average mean(\bar{x}) of 2.58 and standard deviation of 1.06. A correlation analysis was carried out to ascertain whether or not social climate variables have any relationship with lecturers' attitude to work. The result revealed that there was no significant relationship between the investigated variables. That is, the result was found insignificant with calculated r-value of 0.013 and critical r-value of 0.062 at .05 level of significant with 178 degrees of freedom. This finding implies that whether or not, there is a peaceful and cordial inter-relationship among staff, it does not relate to their attitude to work. This also means that lecturer-lecturer, lecturer-teachers, lecturer-Chief Executive relationship does not influence and relate to their attitude to work. However, [10] stated that absence of social interaction in school setting or organization, makes the workers perceive the school negatively and as unhealthy. Consequently, their attitude to work is bound to be poor. Wynne in [11] stressed that good relationship contribute to schools coherence.

Contrary to this finding, [3] found that a harmonious interaction between teachers and students in school organization promote a peaceful working attitude and work environment. Also, [14] carried out a study on social relationship of teachers and their attitude to work in Cross River State using a survey design, questionnaire instrument with a sample of 40 schools. The study revealed that cheerful and encouraging words from heads, and other teachers, an occasioned get-together organized in schools can enhance productivity and positive attitude to work.

The responses on leadership styles and attitude to work by lecturers, the result showed a high relationship between the chief executive (Provost) leadership style and lecturers' attitude to work with an average mean(\bar{x}) of 2.31 and standard deviation of 1.11. This implies that lecturers' attitude to work is related to the style of leadership adopted by their chief executives. Also, a correlation analysis used to test the level of relationship, the result of the analysis between the variables showed a strong significant relationship with a calculated r-value of 0.108* and critical r-value of 0.062 at .05 level of significant and a degree of freedom of 178. The null hypothesis was therefore rejected. This finding gain the support of [16] who studied Leadership Styles and Teachers'

Productivity in Primary Schools in Obudu Local Government of Cross River State, Nigeria. The study made used of 125 respondents and a one-way Analysis of Variance (ANOVA) was used to test the influence of Head Teachers' Leadership Style on Teachers' Productivity. The findings revealed that there is a significant influence of leadership style on teachers' productivity with calculated r-value of 4.36 which was greater than the critical r-value of 3.02 at .05 level of significance with 122 degree of freedom. Also, in support of this study,[4], found that there was a significant positive relationship between Principals' democratic leadership style and teachers' effectiveness. The summary of this is that lecturers preferred a democratic style of leadership by their heads of institutions.

On participation in decision making and their attitude to work, it was found that there is a high relationship between lecturers' participation in decision-making and their attitude to work with the mean average of 2.45 and standard deviation of 1.04. Also, a correlation analysis was used to ascertain whether there is any relationship between lecturers' participation in decision-making and their attitude to work with a calculated r-value of 0.262* and critical r-value of 0.062 at 0.5 level of significant with 178 degrees of freedom. This simply means that there is a strong relationship existing among the variable because the calculated r-value of 0.262* is greater than the critical r-value of 0.062 at .05 level of significance. Thus, the null hypothesis was rejected. The result indicates that when lecturers' or staffs are involved in decision making, their attitude towards the school work will be positive. The finding is in line with [13] when he stressed the need for co-operative action in organization and believed that people's ability to communicate and their commitment and contribution to the achievement of a common purpose were necessary to the existence of a co-operative system in such schools. Also, in support of the finding, [11] upheld that, teachers who are given opportunity to participate in the process of decision-making, ensure that such decisions are effected and this enhanced their productivity and positive contribution to the attainment of school goals and aspirations.

5. Conclusion

Correlation statistics was utilized in this study to establish the level of relationship between Selected School Climate Variables and Lecturers' Attitude to Work in South-South Zone Colleges of Education in Nigeria. Based on the result; there is a very high relationship between availability of school working facilities and lecturers' attitude to work; there is a very high relationship between school social climate variables and lecturers' attitude to work; there is high and significant relationship between chief executive's leadership style and lecturers' attitude to work and there is also a strong

and significant relationship between lecturers' participation in school decision-making and their attitude towards work.

6. Recommendations

Adequate school working facilities should be provided to Colleges of Education to enhance workers' performance.

Lecturers should develop and maintain a cordial working relationship among themselves, share ideas and co-operate with one another for a smooth work atmosphere in school organization.

Chief Executive of Colleges of Education should not limit themselves to a particular leadership style that may not stimulate workers' attitude to work. Adoption of all embracing leadership style enhances positive attitude to work by lecturers in Colleges of Education.

To foster the development of positive attitude to work by lecturers, Chief Executives should in all ramifications and in accordance to the principles of school administration allow lecturers to participate in the school decision-making.

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