

ORGANIZATIONAL CLIMATE AND ACADEMIC STAFF JOB SATISFACTION FOR FUNCTIONAL DEVELOPMENT IN TERTIARY EDUCATIONAL INSTITUTIONS IN EBONYI STATE SOUTH EAST OF NIGERIA

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ABSTRACT

This study examined how organizational climate affects academic staff job satisfaction in tertiary educational institutions in Ebonyi State of Nigeria. One research question and one null hypothesis guided the study. A survey research design was adopted for the study. Simple random sampling was used to select the population for the study. A questionnaire instrument was used to collect data for the study, while mean score and t-test statistics were used to analysis research question and hypothesis respectively. The analyzed data revealed that academic staff in opened organizational climate had better job satisfaction than those in a closed climate. Thus, it is recommended that open organizational climate should be encouraged in order to enhance staff productivity.

KEYWORDS: Tertiary Educational Institutions, Pritchard and Karasick, Null Hypothesis Guided

INTRODUCTION

The prevalent wide spread trend of organizational staff attitudes constitute the climate of an organization. That is the organizational peoples behaviors constitute the social climate of an organization. Pritchard and karasick (1973) conceptualized organizational climate as a relatively enduring quality reflecting internal environment of an organization which result from the policies and behaviour of numbers of the organization. The climate of higher or tertiary institutions may be based on pattern of organization life, values and expectations that support people's feelings socially, emotionally, and physically. Thus, Kesel (2007) noted that the physical and psychological aspects of the climate of tertiary educational institution provide the preconditions necessary for functional development in both academic and non-academic job performance. Consequently the feelings and attitudes of academic staff about their institutions can either be expressed positively or negatively. Kupermine (2007) observed that the climate of his/her institutions can affect many areas and people within the setting. Normally, a positive climate has fewer behavioral and emotional problems for the students, academic/non academic staff and the school administrators. This situation is believed to bring about opportunity for increased job satisfaction and the academic staff effectiveness on assigned task/duties. However, organization climate as it concerns tertiary educational institutions in Ebonyi State of Nigeria vary greatly to a larger extent. The climate of some of those tertiary educational institutions presently are friendly inviting and supportive while others offer the reverse. The variation can also be expressed in terms of physical, social and academic dimensions. The physical dimension has major features in terms of aesthetic disposition, electricity provision, book materials, radio, television sets, laboratory equipment and recreational facilities.

The social dimension has a major characteristic such as quality of interpersonal relationships while academic dimension has to do with quality of instructional tools and materials. Halpin and Croft (1963) in peretomode (1991)

identified six types of organizational climate whose characteristics are commonly found in tertiary educational institutions. These are open, autonomous controlled, familiar, paternal and closed climate. Open climate is characterized by openness, harmonious relationship between the super ordinates and the subordinates. This openness generates intimacy, trust, esprit, consideration, etc amongst academic staff and the school management. Staffs are motivated, committed with high moral which suggests that they are satisfied with their job. This job satisfaction will bring about high productivity in an organization.

Autonomous climate is less open, but the organizational objectives are easily achieved. Here, the morale of the academic staff is not as high as in open climate. In the controlled climate, the social needs of the academic staff are not always achieved or satisfied, emphasis is on achieving more for the management. This creates social isolation among the academic staff as intimacy is not a common experience.

Familiar climate consists of friendliness, social needs satisfaction is extremely high, while little is done for the group activities to be directed towards goals achievements. In this climate, changes are usually delayed because management view of the institution as one family does not want to distort the smoothness of the big family. Paternal climate refers to administrative system which is particularly a close system with very little effort for motivation in meeting social needs but very slow in providing the enabling environment for task accomplishment and source of satisfaction. Closed climate is a system run with rigid rules and regulations with arbitrary emphasis on strict compliance to the rules. Since there is no motivation, job satisfaction is completely unachieved. Thus, poor job performance and poor output.

Job satisfaction describes how contented an individual is with his or her job. It is used to analyze outcomes already experienced by an employee. Hoppock (1935) in Owen (1987) defined job satisfaction as a combination of psychological, physiological and environmental circumstances that caused person to say, I am satisfied with my job. Job satisfaction is the positive feeling of an employee about his or her job which is associated with the openness of the climate.

Close climate is associated with absence of free flow of communication, ambiguity or lack of clarity of goals, unrealistic and intangible goals, and absence of cooperation and participation of academic staff in decision making. However some tertiary educational institutions in Ebonyi State are operating within the frame the identified climates sometimes un-noticed. These discrepancies are usually overlooked either as negligence or careless on the part of the stakeholders and interested members of the public. This study therefore is meant to expose the degree of variant in their operations and close the gap between what it is and what should be in the proper operation of the tertiary educational institutions in Ebonyi State of Nigeria.

ORGANIZATIONAL CLIMATE AND JOB SATISFACTION

Organizational climate is an invisible phenomenon that encompasses the mental, emotional and attitudinal state of the individual. This in effect is reciprocal, and organization climate can be affected by leadership style and the attitude behaviour of leaders. Thus, it can affect the achievement of goals of the organization through its impact on different variables such as organizational culture, job satisfaction, organizational commitment, effectiveness, productivity, performance, creativity etc (Nasiri, 2011). The concept of organizational climate has been variously defined. Freiberg and Stein (1999) asserted that institutional climate is the heart and soul of an institution, the feature of an educational institution that motivates students, teachers which engender love and desire to be there each day. The heart and soul are used metaphorically to show the importance of institutional climate. Some institutional climate motivates and gratifies staff

members that they feel comfortable while in the campus. Owen (1987) stated that organizational climate is the study of perceptions that individuals have of various aspects of the environments in the organization. The quality and character of school life which reflects its norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structure constitute school climate.

Hoy and Miskel (1987) considered organizational climate as a set of material characteristic that distinguishes one school from another and influence the behaviour of people in it. According to Litwin and Stinger (1968) in Robbins and Decenze (2008), organizational climate develop through the application of motivation theories to behaviour in organization. The purpose being to describe the effects of organization and organizational life on the motivation of individuals in organizations in order to ultimately describe and explain behaviour. What was significant in the motivation of individuals was the perception of the individuals' expectancy to achieve the goals and the incentives attached to the achievement of the goals.

Organizational climate is a concept that deals with staff perception of the working environment. In a school situation, two generalizations can be made when climate is viewed as a condition representing a school's capacity to act effectively and efficiently. School improvement and effectiveness will not be accomplished without the presence of a favorable school climate. This climate has to be felt by all those who are directly involved in the organization.

Some of the earliest studies of organizational climate in an educational setting is the land mark of Halpin and Croft (1962, 1963) in poretomode (1991) which was conducted at the elementary school level. Utilizing a different line of reasoning than was the norm for the conventional industry based on organizational climate studies of the day. These researchers chose to direct their attention on the central characteristics of the teacher-teacher and teacher-principal relationships in the elementary schools involved in the study. This led Halpin and Croft to develop the widely used organizational climate descriptive questionnaire (O C D Q) which can be used to create a summary of the organizational climate of any educational institutions. The concept of job satisfaction is an outgrowth of human relation movement that began with the classic Hawthorn studies in the late 1920. Since then numerous studies on job satisfaction to determine what factors cause work to be both satisfying and dissatisfying abounds. Numerous definitions of the concept are in existence to include; Happock (1935) defined job satisfaction as any combination of psychological and environmental circumstances that cause a person to say, "I am satisfied with my job", Vroom (1964) asserted that job satisfaction is the effective orientations of individuals forwards work roles tat they are presently occupying. It is the pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Ivancerich and Mathescen (2005) postulated that job satisfaction is the attitude individuals have towards their job, which results from the perception of the job and the extent to which there is a good fit between the individual and the organization. Robbins and Judge (2007) believed that job satisfaction represents an attitude and not behaviour. They defined job satisfaction as a positive feeling that an individual has about his or her job based on the evaluation of the characteristics of the job.

Robbins and Decenzo (2008) posited that many managers concerned themselves with workers' job satisfaction because it has a positive link to productivity, absenteeism and turnover. They defined job satisfaction as the general attitude that an employee has towards his/her job. In putting the above definitions together, job satisfaction can be defined as the attitude or feeling that an employee has about his/her job that is either positive or negative. The idea of job satisfaction is complicated and a complex phenomenon that differs from person to person. Peretomode (1991) referred to it as a fulfillment acquired by experiencing various job activities and rewards. There are particular dimensions of job

satisfaction which represent characteristics associated with job satisfaction. The dimensions are pay; work it, promotion, working conditions, recognition, coworkers, supervision, achievements, facilities, communication, leadership styles, responsibilities etc. These dimensions can be divided into intrinsic and extrinsic factors. Extrinsic dimension of job satisfaction are beyond the employees' control and include work itself, pay, promotion, supervision, co-workers, working conditions, facilities, leadership styles, etc. Intrinsic dimension include rewards individuals derive as a result of his/her performance such as feelings of accomplishment, achievement, utilizing one's skills and abilities, advancement, recognition, responsibilities, etc.

Herzberg (1968) and his associate identified two-factors, motivators (intrinsic) and hygiene (extrinsic) as causing satisfaction/dissatisfaction in a work environment. The motivators include; achievement, recognition, responsibility, personal growth, promotion, rewards and works itself. Where as the hygiene or extrinsic includes: organizational policies and administration, supervision, leadership, interpersonal relationship with co-workers, super ordinates and subordinates, working conditions, rewards, personal life and status. The motivators and hygiene factors combined to impact the behaviour of the academic staff in the tertiary institutions in Ebonyi State of Nigeria.

Eshraghi and Ebiere (2011) positioned that the success and effectiveness of an organization depends on the leader's knowledge, organizational factors and utilization of potential organizational resources. The chief executive of any tertiary educational institution is a strategic factor that leads the institution towards its predetermined goals as one of his duties. They further argued that the Chief executive can affect the destiny of the institution through his effects on variables like organizational culture, job satisfaction, organization commitment, effectiveness, productivity, performance, creativity etc. The provision of motivation in tertiary educational institutions enhances jobs satisfaction of the academic staff. Satisfaction is an attitude, and if the climate is unfavorable, it serves as a barrier for job satisfaction and commitment. A supportive and favorable climate forms a critical link between the academic staff behaviour, commitment to duty, job satisfaction and the institution itself. Studies confirmed a positive correlation between the two variables. Thus, Bassey (1999) investigated the relationship between organizational climate of Secondary Schools and Teachers Job Performance among Secondary School Teachers in Akwa Ibom State. Four hypotheses guided the study. Data were collected through questionnaire, and data gathered were analyzed using t-test, analysis of variance and pearson product moment correlation coefficient. Four organizational variables (communication, interpersonal relationship, discipline and availability of resources) had positive significant relationship with teacher job performance. Based on the finding of the study, the researcher concluded that organizational climate variables directly relate with job performance of secondary school teachers in Akwa Ibom State. The researcher further argued that when secondary school teachers perceived their school as warm and harmonizing, their job performance and job satisfaction levels were likely to be high unlike when they perceived their school environment to be closed.

Akpofure, Ikhifa, Grace, Imide, Isreal and Okokoyo (2006) investigated job satisfaction among educators in Colleges of Education in Southern Nigeria. The study was to determine the level of job satisfaction among college of education educators. The study revealed that factors like promotion, workload, co-workers have highest number of satisfied educators while factors like pay have the highest number of dissatisfied educators.

Uko (2007) conducted a study on the relationship between organizational climate and job effectiveness of academic staff of universities in the south-south Nigeria. The result revealed that positive significant relationships existed between the organizational climate indices of teachings-learning resources, interpersonal relationships, discipline and

communication used in the study. The researcher concluded that there was a significant positive between organizational climate and academic staff job effectiveness in Nigeria universities within the zone.

Temitope (2010) conducted a study on the effect of organizational climate, job satisfaction and organizational commitment at Irepodun/Ifelodun LGA of Ekiti State. The result of the study in part revealed that there was a significant positive correlation existing between job satisfaction and organizational commitment.

The above studies show that many positive correlations have been found to exist between organization climate and job satisfaction. Academic staff of various tertiary educational institutions in Ebonyi State of Nigeria have competing and diverse needs and values, the revelation of the above studies show that successful school administrators should try to find ways to nurture supportive and conducive climate for the academic staff survival and the accomplishment of the goals and objectives of tertiary educational institutions in Ebonyi State.

An open organizational climate is a relative enduring quality of the internal environment of an organization that interacts in a purposive way with its external environment in order to survive. Halpin and Croft (1963) characterized open organizational climate with high morale of staff, job design, adequate motivation measured with initiative to keep the organization moving. In an educational institution where these features are obtained and practicable, the academic staff certainly exhibit feelings of satisfaction in their job and improve on their personal and group behaviour respectively. The positive nature of these features relate positively to the academic job satisfaction, where as the reverse is most likely to be the feelings. Mallin (2001) asserted that democratic functioning of the organization with full opportunities for participation, justice in treatment with equitable personal and employees relations, policies and practices enhance employees job satisfaction.

However, in secondary school situation Nwankwo (1982) cited in Ossai and Nwalodo (2010) investigated the relationship between open climate and academic staff job satisfaction. Findings revealed that academic staff felt highly motivated when they were consulted on decision regarding their work and well being. This consultation was a feature of openness existing in the institution. This feeling apart from giving the group members the satisfaction, it also increases their performance on the job. In an open climate, the school goals, objectives and that of the academic staff are integrated, and this integration results in satisfaction to the school management and the academic staff.

Peretomode (1991) in another vein described open climate as depicting a situation in which the members enjoy esprit and the academic staff work well together with colleagues, and thus enjoy positive relationship. Owen (1989) posited that in a school characterized with open climate, lecturers are portrayed as tolerant, helpful and respectful. They are noted for working hard so that students would succeed and this gave them job satisfaction. Hoy and Miskel (1987) identified high esprit, high morale of academic staff liveliness cheerfulness, commitment, all directional free flow of communication and devoted behaviour of academic staff among the sources of job satisfaction. By implication an open climate is a favorable environment for effective and efficient academic work. It attracts and retains academic staff. There is provision of staff development and a free flow of information which encourages commitment. There is a mutual understanding among staff, students, stakeholders and the government of the day. A closed organizational climate describes the antithesis of open climate. It is characterized by obtaining very little satisfaction by the employees. It has been observed that the relationship between closed climate and academic staff job satisfaction is always negative, and such organization always has high disengagement via lack of commitment. In a closed climate, there exist low thrust and consideration, lack of consideration may contribute to academic staff frustration and apathy. They cannot be happy at

work, it breeds dissatisfaction on the part of the staff; they will flout rules and orders while management emphasizes achievement of organizational goals at all cost at the expense of the psychological, social and economic needs of the academic staff.

STATEMENT OF THE PROBLEM

It is obvious that organizational climate reflects the realities of its status and operation. Though the challenges of the present global socio-economic trends may impact the operation of tertiary educational institutions, the interacting elements ranging from policy thrust to leadership idiosyncrasies are potent mechanisms that engendered organizational climate. Ebong (2006) identified policy framework and leadership qualities as internal dynamics that can propel the emergence of any type of organizational climate. The capacity of an educational institution to develop human potentials for sustainable generic skill acquisition depends on available ambience and the extent to which the personnel are motivated. It is this motivating factor that generates performance and high productivity which in turn create the type of climate prevalent in the institution. However, Mullins (2001) asserted that in third world countries, Nigeria inclusive educational institutions have neglected the key variables that serve dual purposes of promoting organizational as well as employees' interests. These variables range from individual, social, cultural, organizational to environmental variables. By this negligence, management as integral part of the institution may have adopted a closed climate inadvertently or deliberately worse still, adopted any of the climate conditions that skewed in favour of either organizational or academic staff interest due to union pressure or management conservative tendencies which often results in imbalances capable of generating antagonistic relationship.

Makoju (2000) posited that the inadequacy or weakness of management of educational institutions have generated unhealthy organizational climate with the following features. Poor leadership style, absence of academic staff participating in decision making, non assignment of challenging jobs to some academic staff non adoption of stress reducing and work frustrating measures, absence of reward system for excess work load, non-promotion of academic staff during engagement in staff development programme, poor personnel policy and faulty recruitment techniques, etc. In most tertiary educational institutions with these features, job satisfaction among academic staff becomes unattainable. This has variously led to academic staff showing preference to engage their services in private sector such as Banks, telecommunication, or in politics where the present and future is promising. In line with this argument, Ossai and Nwalado (2010) described the situation as motivational crises of academic staff in Nigeria. The symptoms of these crises are: low output, high rate of brain drain, absenteeism, poor standard of performance and regular strike action which ultimately compelled stakeholders in education to feel that academic staff in tertiary institutions in Ebonyi State in particular is not dedicated to duties, hence, the release of half baked graduates to work in various departments. The problem of this study therefore, is how do different types of organizational climate related to academic staff job satisfaction in tertiary educational institutions in Ebonyi State of Nigeria?

PURPOSE OF THE STUDY

The main purpose of the study was to determine the relationship between organizational climate and job satisfaction of academic staff of tertiary educational institutions in Ebonyi State of Nigeria. Specifically the study sought 1. To determine the relationship between open organizational climate and academic staff job satisfaction in the tertiary educational institutions in Ebonyi State of Nigeria. 2. To determine the relationship between closed organization climate

and academic staff job satisfaction in the tertiary educational institutions in Ebonyi State of Nigeria.

RESEARCH QUESTIONS

- To what extent does academic staff in tertiary educational institutions with open organizational climate differ from those in tertiary educational institutions with closed organizational climate in their job satisfaction in tertiary educational institutions in Ebonyi State of Nigeria?

RESEARCH HYPOTHESIS

1. H₀₁: There is no significant difference in job satisfaction between academic staff working in an opened organizational climate and those working in a closed organizational climate in tertiary educational institutions in Ebonyi State of Nigeria.

RESEARCH METHODS

The study was conducted in Ebonyi State of Nigeria. In Ebonyi State, there are five (5) tertiary educational institutions to include: Ebonyi State University, Abakaliki, Ebonyi State College of Education, Ikwo, Federal University Ndufu Alike, Ikwo, Akanu Ibiam Federal Polytechnic, Unwana Afikpo, Federal College of Agriculture, Ishiagu.

The population of the study consists of 2530 academic staff spread across in the following order:

Ebonyi State University (1,550), Federal University Ndufu Alike, Ikwo (300) Akanu Ibiam Federal Polytechnic, Unwana Afikpo (400), Ebonyi State College of Education, Ikwo (203) and Federal College of Agriculture, Ishiagu (77).

A purposive random sampling technique was used to select three tertiary educational institutions out of five (5) in Ebonyi State of Nigeria with a population of 2,053. Then out of 2,053 academic staff in the 3 selected schools, 40% of the population was selected giving a total of 821 academic staff as sample for the study.

The study made use of questionnaire as the research instrument for data collection. The instrument was called organizational climate and academic staff job satisfaction questionnaire (OCASISQ). The questionnaire was a 10 item questionnaire. The questionnaire utilized a 4 point scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) for positive items and reverse for negative items.

The face validity of the instrument was done by three experts from the Department of Educational Foundations, Ebonyi State University. While a test re-test reliability technique was used to establish its reliability coefficient using Pearson Product Moment Correlation Coefficient and it yielded correlation coefficient of 89.5. A mean statistic was used to answer the research question while t-test was used to answer the hypothesis.

DATA ANALYSIS AND RESULTS

Research question 1: To what extent do academic staff in tertiary educational institutions with open organizational climate differ from those in tertiary educational institutions with closed organizational climate in their job satisfaction in tertiary educational institutions in Ebonyi State of Nigeria?.

Table 1: Summary of the Degree of Extent to Which Academic Staff in Tertiary Institutions With Open Organizational Climate in Their Job Satisfaction and Academic Staff in Tertiary Institutions with Closed Organizational Climate in Their Job Satisfaction

S/N	Variable	Great Extent	Low Extent
1.	Participation indecision making	640 (80%)	160 (20%)
2.	Personal Initiatives	220 (90%)	80 (10%)
3.	Regular promotion	800 (100%)	0 (0%)
4.	Payment of promotion arrears	760 (95%)	40 (5%)
5.	Regular staff dev. program	680 (85%)	120 (15%)
6.	Payment of excess load	400 (50%)	400 (50%)
7.	Harsh rules	160 (20%)	640 (80%)
8.	Application of transactional leadership style	640 (80%)	160 (20%)
9.	Cordial relationship between staff and management	600 (75%)	200 (25%)
10.	Free flow of information	720 (90%)	80 (10%)
Total		6120 (76.5%)	1880 (23.5%)

From the above table 1: 76.5% of the 800 respondents agreed that academic staff in open organizational climate have job satisfaction so, it is 76.5% extent that academic staff in tertiary educational institutions with open organizational climate differ from those in tertiary educational institution with closed organizational climate in their job satisfaction in tertiary educational institutions in Ebonyi State of Nigeria.

Hypothesis: There is no significant difference in job satisfaction between academic staff working in an opened organizational climate and those working in a closed organizational climate in tertiary educational institutions in Ebonyi State of Nigeria.

Table 2: Summary of t-Test Analysis of Mean Difference in Job Satisfaction between Academic Staff in Opened Organizational Climate and Those in Closed Organizational Climate in Tertiary Educational Institutions in Ebonyi State of Nigeria

Variable	N	Score	\bar{X}	SD	DFX	T-Cal	T-Tab	Decision Significant
Open organizational climate	800	6120	76	3.79	97	3.13	11.96	
Closed organization climate	800	1880	23	12.61	97	6.41	3.0	Reject

Significant $P < 0.05$, $N = 800$, $df = 97$, $t - \text{crit.} \pm 1.96$

Since the computed t (3.13) was greater than the critical t (± 1.96) with 97 degree of freedom at 0.05 level of significance, the null hypothesis was rejected. Therefore, academic staff differs significantly in their job satisfaction rating.

DISCUSSIONS

The high mean score of 76.5 for academic staff in institution with opened climate revealed that they derived job satisfaction in their places of work than those in a closed organizational climate with a lower mean score of 23.5%. This result is supported by Uko (2007) findings in his research, titled, "organizational climate and job effectiveness of academic staff of universities in the south-south zone of Nigeria", that there is a positive relationship between opened organizational climate and academic staff job effectiveness in Nigeria universities in south-south Nigeria.

CONCLUSIONS

The result of this study revealed that significant difference exists among academic staff job satisfaction based on organizational climate. It showed that those working in an opened climate have higher job satisfaction than their counter

parts working in a closed organizational climate. It therefore suggests that open organizational climate should be encouraged and sustained in tertiary educational institutions.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- Opened organizational climate should be encouraged in our tertiary educational institutions.
- Closed organizational climate should only be used as a last resort in any organization.
- School administrators should apply leadership styles in their administration of schools accordingly.

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