

INFLUENCE OF ORGANIZATIONAL CLIMATE ON LECTURERS'JOB PERFORMANCE IN KWARA STATE COLLEGES OF EDUCATION, NIGERIA

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Abstract

This study investigated the influence of organizational climate on lecturers' Job performance in Kwara State Colleges of education. Data was collected from 150 randomly stratified selected lecturers from the three Colleges of Education. "Organizational climate "Questionnaire" (OCQ) and "Job Performance Questionnaire " (JPQ) were the instruments used to collect data. Data collected was analysed using frequency counts and percentage. Results of the finding showed that lecturers in Kwara State Colleges of Education experienced open organizational climate in their colleges. They also performed their job of lecturing, research and publication, as well as community development very well. It was recommended that recreational centres should be established and maintenance of equilibrium between two ends of open and closed organizational climate be made.

Keywords: Organizational Climate, Lecturers and Job Performance

Introduction

Lecturers in Kwara State Colleges of Education perform a lot of responsibilities. Apart from lecturing students in the class room, they have to administer continuous assessment in form of class test, take home assignments and the likes. They also write journal articles and attend national and international conferences, seminars and workshops. All of these and other services are efforts towards community development and also constitute lecturers' job performance in Nigerian Colleges of Education

Job performance is, therefore, an important criterion for organizational outcomes and success. It has to do with whether a person does his job well. Job performance, according to Carl Hose, is the way employees perform their work which is determined during job performance reviews. A Business Dictionary has described job performance as a work related activities expected of an employee and how well those activities were executed.

Job performance is also the overall expected value from employees' behaviours carried out over the course of a set period of time.

The action of a teacher or lecturer who is performing lecturing job is nothing but the job performance of that teacher or lecturer. Ndu and Chickena (1983) say that teacher performance refers to actions and procedures a teacher embarks upon in order to attain specific educational goals. The researchers identified a number of factors for lecturers' job performance. The factors include: managerial standard, motivation, commitment and lecturer evaluation.

Another important and significant characteristic of any organization is perhaps its climate from employee well being, reaching quality job performance and getting to quality productivity. Organizational climate as an important predictor of organizational success encourages employee involvement and empowerment in decision-making as well as financial success and high productivity in an organization. Patterson, War and West (2004) discovered that manufacturing organizations that emphasized a positive organizational climate, specifically concern for employees' well-being, flexibility, learning and performance, showed more productivity than those that emphasized these to a lesser extent. Moving down to school situation,

Potosky and Ramakrishna (2001) noted that an emphasis on learning and skill development was significantly related to school organizational climate. Organizational climate clearly influences the success of an organization. Many organizations cultivate the climates they need to succeed and retain excellent job performance of their employees. This, they do through, leadership communication, policies, rule, norms and programmes of the organization with interaction and influences pattern among members in that organization. This means that there are many organizational climates as there are many types of organizations.

Emetaron (2001) observed that in a school, the head and other staff are Zestful and exude confidence in their job performance. They find pleasure in working with each other and this is transmitted to the students. But in another school, the brooding discontent of the teachers is palpable. The psychological sickness of such a school spills over on the students. From these descriptions Emetaron (2000) identified six organizational climates with the two extreme ends as open and closed organizational climates.

The climate of an organization has been said to be a matter of impression (Sergio vanni & Starrat. 1979). It is, however, the enduring characteristics, which describe a particular organization and distinguish it from other organization; and also influence the behaviour of staff in the organization. That is, it is the "feel" which the staff in the organization have for it In the school setting, climate becomes an important link between organizational structure and teachers' behaviour because the formal structure of schools have influenced the way in which teachers perceive the school climate. Organizational climate, according to Hoy and Miskel (1984) is a set of characteristics that distinguish one school from another and influence the behaviour of people in it.

Oluchukwu (2000) explains the above by saying that organizational climate is a product of the interaction between students and administration in a school.

Organizational climate depicts the aspect of the organization that influences the perception and eventual behaviour of members of such organization. From the school point of view, it is a characteristic aspect which marks out one school from another. The characteristics include 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. It follows, therefore, that organizational climate can either be open or closed. When there is high degree of cooperation, sense of belonging and concerted efforts to achieve the organizational goals, the organizational climate can be said to be open. But when there is little or no internal cohesion and wide communication gap between the head and subordinates and low sense of belonging, then, one can say the organizational climate is closed. Although, it has been discovered that a continuum exists between the open and closed organizational climate (Oluchukwu, 2000).

Kwara State Colleges of Education can only achieve its purpose if lecturers perform their jobs as expected within the organization. Lecturers also enjoy the benefit of working on a job and getting the benefits of the job in an open organizational climate. This can bring self-satisfaction to the lecturers. Both self-satisfaction and organizational satisfaction can therefore be seen as two sides of a coin. But where there is a clash between the two, the latter takes upper hand.

Statement of the Problem

This study stemmed from the fact that no college of education can be successful without lecturers' job performance, and no lecturer can perform optimally in a college of education that is pre-occupied with closed type of organizational climate. This is because closed organizational climate may have negative influence on lecturers' job performance within the job circle.

The type of organizational climate experienced in some secondary schools affects the job performance of the teachers in those institutions. This was discovered by Oluchukwu (2000) when the researcher carried out a study on organizational climate and teacher productivity in Jos North T.G. A. secondary schools. The author confirmed that there was no significant difference between organizational climate and teachers' job performance. It means that the type of organizational climate in the secondary schools can significantly affect the teachers' job performance. If this is true of the situation in secondary schools could the same be said of Kwara State Colleges of Education?

The paucity of empirical studies on organizational climate and lecturer's job performance in Kwara State Colleges of Education has made the researcher to attempt in filling this gap, by conducting this research. The work is aimed at discovering the situation of organizational climate and their influence on lecturers' job performance in Kwara State Colleges of education.

Purpose of the study

The major purpose of this research includes;

- (1) To determine the type of organizational climate that exists in Kwara State Colleges of Education.
- (2) To examine the level of job performance of lecturers in Kwara State Colleges of Education.
- (3) To propose strategies for preventing unfavourable organizational climate in Kwara State Colleges of Education.
- (4) To propose strategies for high job performance by lecturers in Kwara State Colleges of Education.

Research Questions

The research hopes to provide answers to the following research questions:

- 1) What type of organizational climate experienced by lecturers in Kwara State Colleges of Education?
- 2) What is the level of lecturers' job performance in Kwara State Colleges of Education?

Research Method

The research is a correlational type, focusing attention on the relationships existing between organizational climate and job performance (Independent and dependent variables respectively) of lecturers in Kwara State Colleges of Education. The research was, therefore, carried out *ex post facto* to describe the existing relationship between the said two variables.

The population of this research consisted of 425 lecturers in the three Kwara State Government owned Colleges of Education, i.e. Kwara State College of Education, Ilorin, Oro and Kwara State College of Education, Technical, Lafiagi. The sample was made up of 150 lecturers from the three colleges of education. Stratified random sampling technique was used to select the 150 lecturers from the three colleges. The stratification was based on schools and departments.

Research Instrument

Two questionnaires were used for the research. The first one was tagged "organizational climate Questionnaire" (OCQ) and the second one was tagged: "Job Performance Questionnaire" (JPQ). OCQ was divided to two sections- A and B. Section 'A' elicited information on respondents

personal data while section 'B' elicited information on the organizational climate situation experienced by the lecturers. This section consisted of items that elicited information on lecturers interpersonal relationship with the college management, Head of departments, Deans and colleagues. It has 16 items structured on a four point likert scale type of strongly agreed (S.A) agreed (A) disagreed (D) and strongly Disagreed (S.D) with 4,3,2 and 1 point respectively. JPQ also contained two sections. Section 'A' was on the personal data of respondents and section 'B' contained instructions that respondents are to assess and give information on a particular lecturer "s level of job performance in the department.

The items in this section were based on lecturers" job performance in teaching, researching, and publication as well as community development. JPQ was coded according to how OCQ was distributed. Section 'B' of JPQ also contained 16 items. More verification was sought on job performance of lecturers from the registry department in each of the three colleges of education.

Data Collection

The researcher personally went to all the three colleges of education to administer the two set of questionnaire to respondents. This made it possible for the researcher to interact with the respondents and to ensure early response to the questionnaires. The questionnaires were thus completed on the spot. This afforded the researcher to collect back all the 150 copies of both OCQ and JPQ. .Apart from the instruments, information in the Annual Performance Evaluation Report (APER) forms of lecturers were sought to further determine and confirm their level of job performance.

Presentation and Data Analysis

Data collected was analysed using frequency counts and simple percentage. The results of the findings are presented below:

To answer the research questions presented above, the following table shows the analysis of the research question:

Research Question 1: What type of organizational climate is experienced by lecturers in Kwara State Colleges of Education?

Table 1: Distribution of Organizational climate experienced by lecture in Kwara State Colleges of education

S/N	Items on	No of open organizational climate %	%	No of Closed org. climate	%	Total	%
1.	Support of college management	120	80	30	20	150	100
2.	Support of colleagues	130	86.6	20	13.4	150	100
3.	Not viewing college management using lectures ideas.	75	50	75	50	150	100
4.	Not using colleagues' ideas on academic matters.	15	29.2	85	70.8	150	100

The data in Table 1 shows that lecturers in Kwara State Colleges of Education experienced open organizational climate in their places of work. This is evident from frequency counts and percentages noted in the table. For example, lecturers experienced open organization climate in 13 out of 16 items of the questionnaire. This means that lecturers enjoy the support of their college management in both personal and official matters. 120 or 80% of them enjoyed the confidence of the college management and 30 or 20 % of them do not. 130 or 86.6% of them enjoyed the support of their colleagues and 20 or 13.4 % of them do not.

It is also clear from the table that lecturers were found in closed organizational climate in only 3 out of 16 items of the questionnaire. For example 75 or 50% of the lecturers did not view the college management using their ideas, 85 or 70.8% of them opined that the college management did not seek or use colleagues' ideas on academic matters.

Research Question 2: What is the level of lecturers' job performance in Kwara State Colleges of Education?

Table 2: Level of job performance of lecturers in Kwara State Colleges of Education

S/N	items on	No of High Jot Performance	%	No of low Job performance	%	Tota l	%
1.	Teaching and teaching innovation	112	74.6	38	25.4	150	100

2.	Research work and publication	110	73.3	40	26.7	150	100
3.	Community development activities	100	66.6	50	33.4	150	100
4.	Resourcefulness (School and community)	115	76.6	35	23.4	150	100

Data on job performance of colleges of education lecturers is presented in table 2 above. In the table, 112 or 74.6%, 110 or 73.3%, 100 or 66.6% and 115 or 76.6% of the lecturers performed very well in teaching and teaching innovation, research work and publication, community development activities and school and community resourcefulness respectively.

Discussion

The first table above is on distribution of organizational climate as experienced by lecturers in Kwara State Colleges of Education. Also 150 lecturers were sampled as respondents from the three colleges. The first group of items was on the support of lecturers by the College Management. 120 lecturers (80%) indicated that they enjoyed the support of College Management on matters affecting their welfare, while only 30 (20%) of them went against this opinion. In generalizing, therefore, it means that most of the lecturers experience the support of College Management as part of the indices of open organizational climate in Kwara State Colleges of Education.

The second column has its items on the support of co-lecturers (colleagues) 130 out of 150, which is 86.6% of lecturers were of the opinion that they enjoy the support of their colleagues on matters affecting their welfare and matters affecting their colleges. This is also an indication that lecturers experience open organizational climate in their places of work. 75 out of 150 lecturers, which in 50 % of the respondents agreed that the college management is not using lecturers' ideas when taking decision on academic matters. The remaining 75 or 50% agreed to this. One would wonder why this is so, because there are such avenues as Deans' and Directors' forum, HOD's forum and even Academic Board forum where lecturers can air their opinion for the benefit of College Management. With these, if College Management is not using its opinion, it means that probably lecturer's suggestions during various meetings are usually neglected and College Management goes on with their own singular decision. It could also mean that some of the respondents were not members

of the academic Board. Here, the lecturers can be said to have experienced closed organizational climate.

The last aspect is on lecturers not using colleagues' ideas on academic matters. Here, 85 or 70.8% of the respondents were of the opinion that co-lecturers do not use their ideas on academic matters while 15 or 29.2% of them were of different opinion. This is one of the indices of close organizational climate experienced by lecturers in Kwara State Colleges of Education.

The second table is on job performance of lecturers in Kwara State Colleges of Education. The first set of items is on teaching and teaching innovation. Here, 112 representing 74.6% of the respondents were of high performance, while only 38 representing 25.4 of the respondents were of low performance. It means that lecturers are performing well in teaching and teaching innovations in Kwara State Colleges of education. It is a pointer to the fact that they are punctual at lectures, also they are using appropriate gadgets to aid lecturing.

The second set of items is on research work and publication, 110 or 73.3% of the respondents were of high job performance here. While only 40 or 26.7 of them were of low Job performance. This is an indication that a good number of the lecturers were carrying out research and subscribing to different journal houses. The high performance of lecturers in this aspect may not be surprising as research and publication of journal articles is a major consideration by the college management for lecturers' promotion.

The next set of items is on community development activities. Respondents numbering 100 and representing 66.6% of them were of high job performance here, and 50, represents 33.4% of them were of low job performance. This is also an indication that most of the lecturers in Kwara State Colleges of Education were engaged in community development services. That is why lecturers are seen engaging in public talks in and around the town.

The last aspect of lecturers' job performance is on lecturers' resourcefulness to both their colleges and communities. 115 or 76.6% of the respondents were of high job performance under this set of items. 35 or 23.4% of them were of low job performance. This is also saying that lecturers are being resourceful to both their colleges and their communities. Here, they serve as resource to individuals and consultancy firms and centres in the school and community. This is closely related to community development as the colleges are also located within the community.

Conclusion and Recommendations

The findings of this study have shown that majority of lecturers in Kwara State Colleges of Education experienced open organizational

climate in their places of work by enjoying the support and confidence of College Management in both their personal and official matters and also, by enjoying the support of their colleagues in both personal and official matters. The items had equal responses for both open and close organizational climate. But lecturers experience closed organizational climate on the last set of items on the college management not using their colleagues ideas on academic matters.

The result of this study has shown that open organizational climate exists in the three Kwara State owned colleges of educations viz:

- a. Kwara State College of Education. Ilorin.
- b. Kwara State College of Education. Oro and
- c. Kwara State College of Education Technical. Lafiagi.

Lecturers in these three institutions were also found to be performing their job very well as the results have shown high job performance in the items of teaching and teaching innovations, research work and publications, community development activities and resourcefulness in school and community. The high job performance recorded by lecturers in Kwara State College of Education may not be surprising as they experience open organizational climate in their various colleges where they perform their job of lecturing. Based on the findings, therefore, the study has been able to answer the research questions earlier on raised in the study and discovered that:

- 1) Lecturers in Kwara State Colleges of education experience open organizational climate in their places of work.
- 2) Lecturers in Kwara State Colleges of education perform their job very well.

With this finding, it is recommended that the interpersonal relationship between lecturers and College management and among lecturers should be improved in order to give room for an improved, if not complete open organizational climate. Lecturers' recreational centres should be established in Kwara State Colleges of Education where lecturers can engage in recreational activities after a days' job. This will go a long way in ensuring an open climate and free interaction in a relaxed mood among lecturers. The authorities of those institutions should pay greater attention to the side effects of open organizational climate, e.g. lack of total control by the authorities. The concerned authorities should therefore try as much as possible to maintain an equilibrium between the two ends of open and closed organizational climate.

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