



Research Paper

Psychosocial Variables and Work Attitude of Lecturers In Ignatius Ajuru University Of Education

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ABSTRACT

The study assessed the influence of psychosocial variables on work attitude of lecturers in Ignatius Ajuru University of Education. The study adopted descriptive survey. Four research questions and four null hypotheses were posed to guide the study. The population of the study consisted of 398 lecturers in Ignatius Ajuru University of Education. Due to the manageable population size, all the 398 lecturers in Ignatius Ajuru University of Education, Port-Harcourt was used as sample drawn through census sampling technique. Psychosocial Variables and Lecturers' Work Attitude Questionnaire (PVLWAQ) was used as instrument for data collection. The instrument was validated by experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counselling. The reliability of the instrument was determined using Pearson's Product Moment Correlation. A reliability coefficient of 0.86 (86%) was obtained for Psychosocial Variables and Lecturers' Work Attitude Questionnaire. In other words, the reliability index of 0.86 shows that the instrument was 86 percent reliable. The Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, respectively was used in scoring the items in the questionnaire. The criterion was based on mean of 2.50. An item with the mean of 2.50 and above was regarded as Agree (A) while the item less than the mean 2.50 was regarded as Disagree (D). The statistical tool used for answering the research questions were Mean and Standard Deviation statistics, while Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that stress, self-concept, incentive and work environment relate to work attitude of lecturers in Ignatius Ajuru University of Education. The study however concludes that psychosocial variables relate to work attitude of lecturers in Ignatius Ajuru University of Education. Based on the findings of the study, the paper recommends among others that Rivers State government should employ more lecturers in all the departments to lessen the workload so as to reduce stress. In addition, lecturers should always plan and use their time effectively. Too much work at little or no time could be stressful. Planning one's time to match one's activities is stress reducing.

KEY WORDS: Psychosocial variables, higher institution, stress, self-concept, work attitude, lectures

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I. INTRODUCTION

Teaching is an indispensable occupation in every society of the world, as the level of overall development of any nation is dependent on the quality of teachers provided to man the teaching and research activities of educational institutions in the country. In tertiary institution, teaching is central to the actualization of the role of higher education as a veritable tool for national development. According to Jekayinfa (2013), the tertiary educational system is seen to make a fundamental contribution to the future of any country and plays a vital role in country's intellectual, economic, cultural and social development. He further maintained that the sector educates our future professional workforce, produces future leaders, provides jobs, drives much of our economic and regional success, and facilitates cultural and trade links with other countries. It plays a key role in the growing knowledge and innovation based economy, enriches our social environment and promotes the tolerance debate that underpins society.

Lecturing as a specialized concept adopted and extensively used to describe the act of teaching at the tertiary level of education across the globe, is highly tasking and requires psychosocial energies and resources to perform at optimum level. Lecturers are subject specialists who are engaged by universities and tertiary institution establishments to offer a professional teaching, research and administrative services to the institution within a specialized subject area. Lecturers are involved in designing, developing, and delivering material using a range of methods and platforms. According to Bain in Feng and Wood (2012), the best teacher produces a natural critical learning atmosphere in which the conditions are both intellectually challenging whilst also supportive. The UK professional standards framework for teaching and supporting learning in higher education (Higher Education Academy, 2011) includes a number of dimensions of practice, amongst which is the ability to develop effective learning environments. Lecturers create course materials, develop and plan lessons, and curricula; carry out researches and fieldworks; engage with students; assist with processing applications; engage in administrative activities of the institution, and also attend interviews, conferences, and meetings.

As the lecturer carries out the above activities in the university system, he manifests cognitive, affective, and conative reaction toward certain objects, events or persons in the work environment. The manifestation of the above constructs at work towards colleagues, events and objects in the work place is what we referred to as work attitude. Attitude is an opinion, belief, and feeling of an individual about aspects of our environment. Different people have different attitudes towards different situations and events such as attitude towards interpersonal relationship, attitude to work, attitude to food we eat, how we dress and various other things. Job attitudes are evaluations of one's job that express one's feelings toward, beliefs about, and attachment to one's job (Judge & Kammeyer-Mueller, 2012). Individual's attitude to work could be negative or positive which is capable of affecting worker's performance and commitment. This position corresponds with the study of Susanty and Maradipta (2013) who observed that a positive attitude toward work has a positive effect on job performance. This is also pointed out in the study of Ahmad and Shah (2010) that attitude toward work can affect organizational commitment.

Work attitudes are determined by many factors which include psychological and social factors both of which are contextually referred to as psychosocial variables. The term "psychosocial" is coined from two words: psychological and social. Psychological factors can be positive, such as happiness, affection, and vitality, or negative, such as fear, perceived stress, and depressive symptoms. Social factors refer to general elements at the level of human society concerned with social organization and social processes that intervene on the individual. Psychological factors include individual-level processes and meanings that influence mental states. Sometimes, these words are combined as "psychosocial." This is shorthand term for the combination of psychological and social, but it also implies that the effect of social processes is sometimes mediated through psychological understanding (Stansfeld & Rasul, 2017). Psychosocial variables encompass a large range of factors relating to an individual's psychological state and social environment and potentially have either positive or negative consequences for health and behavioural outcomes.

Because individual's physical and mental health as well as adjustment in the society is highly influenced by psychological and social factors, it is arguably believed that the type of attitude a lecturer has towards his or her job is determinant by psychological and social variables. This is predicated by Prada-Ospina (2019) who maintained that when the employee lives in a complex and hostile environment, not only he is affected in his satisfaction level but also in the materialization of his personal and professional needs. According to him, extreme chronic and continuous stress situations will cause the burnout syndrome. Lecturers' job attitudes are multifaceted in their composition, in their structure, and in their temporal nature. Employees, of course, do not have only one job attitude. The composition of attitudes employees have about their job and their work vary along many dimensions, most notably their target (e.g., their pay versus their supervision), their specificity (e.g., their most recent pay raise versus their job as a whole), and their nature (e.g., evaluative assessments versus behavioral propensities) (Judge & Kammeyer-Mueller, 2012). They further stated that structurally, job attitudes are hierarchically systematized, with possibly an overall job attitude being the most general predictor, followed by still relatively general job attitudes such as general job satisfaction, organizational commitment, and maybe others, followed by more specific attitudes such as job satisfaction facets, specific scopes of organizational commitment, and so on.

Statement of Problem

Lecturers' effectiveness in service delivery could be determined by the type of attitude they have towards work. Attitude to work among Nigerian lecturers could emanate from different sources ranging from personal, psychological, social and environmental sources. As one of the noblest profession, teaching in the higher institution involves myriads of activities such as preparing and delivering lectures, tutorials, workshops, and seminars; developing syllabi and course material that can be used across a number of daises; cooperating with other academics and lecturers to improve teaching methods and enlarge knowledge base; partaking in training opportunities and initiatives at the institution and providing support to students and other colleagues and staying current by reading extensively and producing published in the field. Lecturers also engage in setting and

grading assignments, tests, and exams, carrying out research and writing papers, proposals, journal articles, and books and attending and participating in conferences and seminars.

However, it is observed that some of these indispensable academic activities are treated with scant attention and absolute levity by some lecturers. Some lecturers display unwillingness and lackadaisical attitude to work such as irregular participation in conferences and seminars, poor service delivery, poor supervision of students' project/theses, lack of interest in research, poor record keeping and poor handling of students' exams and assignment. To some extent, these lackadaisical attitudes which have negatively affected the university system in terms of the quality of graduates produced could be associated with some psychological and social variables such as stress, self-concept, anxiety, poor incentive, poor interpersonal relationship, poor working environment, etc. Studies have been carried out to investigate the influence of socio-economic factors on work attitude among lecturers, teachers and other categories of workers in Nigeria. For instance, Olubusayo et al. (2014) observed in their study that incentives packages influences employees' attitudes to work, but none of the studies x-rayed psychosocial variables that influence lecturers' work attitude in Nigeria. This research bridges the lacuna by unveiling psychosocial variables that could influence work attitude among lecturers in Ignatius Ajuru University of Education, Rivers State.

Aim/Objectives of the Study

The study was aimed to investigate the influence of psychosocial variables and work attitude of lecturers in Ignatius Ajuru University of Education, Port-Harcourt. Specifically, the objective of the study are:

1. To ascertain influence of stress on work attitude of lecturers in Ignatius Ajuru University of Education, Port-Harcourt
2. To determine the influence of self-concept on work attitude of lecturers in Ignatius Ajuru University of Education, Port-Harcourt
3. To ascertain whether incentive influences work attitude of lecturers in Ignatius Ajuru University of Education, Port-Harcourt
4. To investigate the influence of work environment on work attitude of lecturers in Ignatius Ajuru University of Education, Port-Harcourt

Research questions

1. To what extent does stress influence work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt?
2. How does self-concept influence work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt?
3. How does incentive influence work environment among lecturers in Ignatius Ajuru University of Education, Port-Harcourt?
4. How does work environment influence work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt?

Hypotheses

1. There is no significant relationship between stress and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt
2. There is no significant relationship between self-concept and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt
3. There is no significant relationship between incentive and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt
4. There is no significant relationship between work environment and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt.

II. Methodology

The study adopted descriptive survey. The population of the study consisted of 398 lecturers in Ignatius Ajuru University of Education. Due to the manageable population size, all the 398 lecturers in Ignatius Ajuru University of Education, Port-Harcourt were used as sample drawn through census sampling technique. Ogidi (2018) explains that census sampling technique is used when the researcher intend to use entire population as sample due to the manageable size of the population. Census sampling technique is also called block sampling technique. Psychosocial Variables and Lecturers' Work Attitude Questionnaire (PVLWAQ) was used as instruments for data collection. The instruments were validated by experts in Measurement and Evaluation from the Department of Educational Psychology, Guidance and Counselling. The reliability of the instrument was determined using Pearson's Product Moment Correlation. A reliability coefficient of 0.86 (86%) was obtained for Psychosocial Variables Questionnaire (PVQ), while a reliability coefficient of 0.79 (79%) was obtained for

Lecturers' Work Attitude Questionnaire (LWAQ). In other words, the reliability index of 0.86 and 0.79 shows that the instruments were 86 and 79 percent reliable. The Likert Scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1, respectively was used in scoring the items in the questionnaire. The criterion was based on mean of 2.50. An item with the mean of 2.50 and above was regarded as Agree (A) while the item less than the mean 2.50 was regarded as Disagree (D). The researcher administered the questionnaire personally to the respondents. This was done to ensure return of the instrument. Mean and Standard Deviation were used to answer the research questions while independent t-test was used to test the null hypotheses at 0.05 level of significance.

Research Question One

To what extent does stress influence work attitude among lecturers in Ignatius Ajuru University of Education?

Table 4.1: Mean ratings and standard deviation of the respondents on the influence of stress on work attitude of lecturers in Ignatius Ajuru University of Education

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	Indifference to work is majorly caused by stress	398	2.90	0.98	A
2	Stress makes a lecturer to always postpone classes	398	3.21	0.94	A
3	Irritability toward colleagues is caused by stress	398	3.15	0.91	A
4	Stress causes poor record keeping among lecturers	398	2.87	0.90	A
5	Stress can lead to misplacement of students' exam scripts	398	2.98	0.93	A
6	Stress is the major cause of poor lesson preparation among lecturers	398	3.11	0.78	A
Grand Mean			3.03		

The table above shows the data presentation and analysis for the influence of stress on work attitude of lecturers in Ignatius Ajuru University of Education. The data showed that all the items are well above the criterion mean of 2.50. This indicates that respondents agreed on the above items with mean scores greater than 2.5. Similarly, the grand mean of 3.03 which is greater than the criterion mean shows that majority of the respondents agreed on the influence of stress on work attitude among lecturers in Ignatius Ajuru University of Education.

Research Question Two

How does self-concept influence work attitude of lecturers in Ignatius Ajuru University of Education?

Table 4.2: Mean ratings and standard deviation of the respondents on the influence of self-concept on work attitude of lecturers in Ignatius Ajuru University of Education

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	Negative self-concept can make a lecturer to be quiet and refuse to contribute in departmental meeting	398	2.52	0.97	A
2	Negative self-concept can lead to poor interpersonal relationship with colleagues	398	2.67	0.91	A
3	Negative self-concept can make a lecturer reject offer of administrative duties	398	2.35	0.77	D
4	Positive self-concept promotes healthy interpersonal relationship with students	398	3.42	0.90	A
5	Positive self-concept can lead to dutifulness among lecturers	398	2.78	0.93	A
6	Positive self-concept leads to over zealousness among lecturers	398	2.21	0.79	D
Grand Mean			2.65		

The table above shows the data presentation and analysis for the influence of self-concept on work attitude among lecturers in Ignatius Ajuru University of Education. The data showed that item 1, 2, 4 and 5 are well above the criterion mean of 2.50, while item 3 and 6 are well below the criterion mean of 2.50. This indicates that respondents disagreed on the above items with mean scores less than 2.5. However, the grand mean of 2.65 which is greater than the criterion mean shows that majority of the respondents agreed on the influence of self-concept on work attitude among lecturers in Ignatius Ajuru University of Education.

Research Question Three

How does incentive influence work attitude of lecturers in Ignatius Ajuru University of Education?

Table 4.3: Mean ratings and standard deviation of the respondents on the influence of incentive on work attitude of lecturers in Ignatius Ajuru University of Education

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	Poor incentive causes irregular participation in conferences and seminars	398	2.58	0.90	A
2	Incentives helps lecturers to carry out research and attend workshops	398	3.37	0.84	A
3	Poor incentive propels lecturers to commit examination malpractice	398	3.41	0.79	A
4	Poor incentive is a major factor affecting lecturers' show of scholarship	398	3.17	0.91	A
5	Poor incentive can lead to bribery and corruption among lecturers Poor incentive affects lecturers' toward colleagues at work	398	3.45	0.93	A
6		398	2.33	0.84	D
Grand Mean			3.21		

The table above shows the data presentation and analysis on the influence of incentive on work attitude of lecturers in Ignatius Ajuru University of Education. The data showed that item 1, 2, 3, 4 & 5 are well above the criterion mean of 2.50, while item 6 is well below the criterion mean of 2.50. This indicates that majority of the respondents disagreed on item 6 (Poor incentive affects lecturers' toward colleagues at work) with mean score of 2.33 which is less than 2.50 criterion mean. However, the grand mean of 3.21 which is greater than the criterion mean shows that majority of the respondents agreed on the influence of incentive on work attitude of lecturers in Ignatius Ajuru University of Education

Research Question Four

How does work environment influence work attitude of lecturers in Ignatius Ajuru University of Education?

Table 4.4: Mean ratings and standard deviation of the respondents on the influence of work environment on work attitude of lecturers in Ignatius Ajuru University of Education

S/N	Statements/Items	N	Mean	Std. Deviation	Remarks
1	Conducive work environment encourages extensive research among lecturers	398	2.82	0.79	A
2	Conducive work environment motivates lecturers to spend time in research work	398	2.91	0.96	A
3	Conducive work environment encourages painstaking supervision of students' project/theses among lecturers	398	3.45	0.87	A
4	Unconducive environment causes unsteadiness of lecturers in their offices	398	2.77	0.95	A
5	Unconducive work environment causes poor delivery of lectures among lecturers	398	2.88	0.88	A
6	Unconducive work environment causes ill-preparation and poor handling of students' results	398	2.81	0.80	A
Grand Mean			2.94		

The table above shows the data presentation and analysis for the influence of work environment on work attitude of lecturers in Ignatius Ajuru University of Education. The data showed that all the items are well above the criterion mean of 2.50. This indicates that respondents agreed on the above items with mean scores greater than 2.5. Similarly, the grand mean of 2.94 which is greater than the criterion mean shows that majority of the respondents agreed on the influence of work environment on work attitude among lecturers in Ignatius Ajuru University of Education.

Hypothesis One

There is no significant relationship between stress and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt

Table 4.5: Summary of one-way ANOVA of relationship between stress and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.663	1	.663	.620	.014 ^b
	Residual	113.411	355	1.070		
	Total	114.074	356			

- a. Dependent Variable: work attitude of lecturers
 b. Predictors: (Constant), stress

The One-way Analysis of variance (ANOVA) presented the sum of square for the linear regression to be .663 and a residual of 113.411 and degree of freedom of 355. The mean square for the linear regression is displayed as .663 and a residual of 1.070, with an F-value of .620 and a p-value of .014^b entails that there is a significant relationship between stress and work attitude of lecturers in Ignatius Ajuru University of Education. Therefore, the null hypothesis one is rejected while the alternate hypothesis is retained.

Hypothesis Two

There is no significant relationship between self-concept and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt

Table 4.6: Summary of one-way ANOVA of relationship between self-concept and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	8.538	1	8.538	8.576	.004 ^b
	Residual	105.536	355	.996		
	Total	114.074	356			

- a. dependent variable: work attitude
 b. predictor: (Constant), self-concept

The One-way analysis of Variance (ANOVA) presented the sum of square for the linear regression to be 8.538 and that of the residual is 105.536 and a degree of freedom of 1. The mean square for the linear regression is displayed as 8.538 and residual of .996, with an F-value of 8.576 and a p-value of 0.004^b entails that there is a significant relationship between self-concept and work attitude of lecturers in Ignatius Ajuru University of Education.

Hypothesis Three

There is no significant relationship between incentive and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt. Therefore, the null hypothesis two is rejected while the alternate hypothesis is retained.

Table 4.7: Summary of one-way ANOVA of relationship between incentive and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	.349	1	.349	.326	.006 ^b
	Residual	113.725	155	1.073		
	Total	114.074	156			

- a. Dependent Variable: work attitude
 b. Predictors: (Constant), incentive

The One-way analysis of Variance (ANOVA) presented the sum of square for the linear regression to be .349 and that of the residual is 113.725 and a degree of freedom of 1. The mean square for the linear regression is displayed as .349 and residual of 1.073, with an F-value of 326 and a p-value of .006^b entails that there is significant relationship between incentive and work attitude of lecturers in Ignatius Auru University of Education. Therefore, the null hypothesis three is rejected while the alternate hypothesis is retained.

Hypothesis Four

There is no significant relationship between work environment and work attitude of Lecturers in Ignatius Ajuru University of Education

Table 4.8: Summary of one-way ANOVA of relationship between incentive and work attitude among lecturers in Ignatius Ajuru University of Education, Port-Harcourt

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.506	1	29.506	36.984	.000 ^b
	Residual	84.568	355	.798		
	Total	114.074	356			

a. Dependent Variable: work attitude

b. Predictor: (Constant), work environment

The One-way analysis of Variance (ANOVA) presented the sum of square for the linear regression to be 29.506 and that of the residual is 84.568 and a degree of freedom of 1. The mean square for the linear regression is displayed as 29.506 and residual of .798, with an F-value of 36.984 and a p-value of .000^b entails that there is a significant relationship between work environment and work attitude of lecturers in Ignatius Ajuru University of Education. Therefore, the null hypothesis four is rejected while the alternate hypothesis is retained.

III. Discussion of Results

The result of the study on the relationship between stress and work attitude of lecturers in Ignatius Ajuru University of Education revealed an F-value of .620 and a p-value of .014^b. This implies that there is a significant relationship between stress and work attitude of lecturers in Ignatius Ajuru University of Education. This finding is in agreement with the study Manuel & Essien (2020) who investigated psychosocial correlates of job stress among lecturers of tertiary institutions in Rivers State. The result shows that work condition ($p=0.006 < 0.05$) has significant relationship with job stress while self- concept ($p=0.221 > 0.05$) had no significant relationship with job stress.

The result of the study on the relationship between self-concept and work attitude of lecturers in Ignatius Ajuru University of Education revealed an F-value of 8.576 and a p-value of 0.004^b. This entails that there is a significant relationship between self-concept and work attitude of lecturers in Ignatius Ajuru University of Education. This finding is in agreement with the study of Ojewumi et al. (2015) which examined the predictive influence of incentives, staff discipline, religiosity, self-esteem, and length of service on job involvement among secondary school teachers. The results revealed that incentives, staff discipline, religiosity, self-esteem and length of service significantly jointly predicted job involvement. Incentive and self-esteem significantly contributed individually to job involvement.

The result of the study on the relationship between incentive and work attitude of lecturers in Ignatius Ajuru University of Education revealed an F-value of 326 and a p-value of .006^b. This implies that there is significant relationship between incentive and work attitude of lecturers in Ignatius Auru University of Education. This finding is in agreement with the study Ndubuisi-Okolo et al. (2017) which observed that organizations achieve higher performance by positively influencing employees' attitudes to their jobs through the provision of adequate incentives.

Finally, the result of the study on the relationship between work environment and work attitude revealed a positive relationship between work environment and work attitude of lecturers in Ignatius Ajuru University of Education. This is because the analysis of the relationship between work environment and work attitude obtained F-value of 326 and a p-value of .006^b which indicates that there is significant relationship between incentive and work attitude of lecturers in Ignatius Auru University of Education. This findings is in line with Ojewumi et al. (2015) which examined the predictive influence of incentives, staff discipline, religiosity, self-esteem, and length of service on job involvement among secondary school teachers. The results revealed that incentives, staff discipline, religiosity, self-esteem and length of service significantly predicted job involvement. Incentive and self-esteem significantly contributed individually to job involvement.

IV. Conclusion

Attitude is an important aspect of an individual's behaviour that influences his or her perception of, and actions towards events, people or situation. In the work place, positive attitude is particularly important for job performance and satisfaction. To some extent, the relationships and performance of any workplace is highly influenced by the attitude of the team. For instance, if workers have the feeling that they are neglected or disrespected by their principals the level of morale is likely to be low. On the other hand when workers actually feel that the organization values them recognizes and appreciates their contribution, then their motivation and commitment to the organization is higher. This study examined the relationship between psychosocial variables such as stress, self-concept, incentive and work environment on work attitude of lecturers in Ignatius Ajuru University of Education. Arising from the findings, the study concludes that psychosocial variables relate to work attitude of lecturers in Ignatius Ajuru University of Education.

V. Recommendations

Based on the findings, the researchers recommends as follows:

1. Rivers State government should employ more lecturers in all the departments to lessen the workload so as to reduce stress. In addition, lecturers should always plan and use their time effectively. Too much work at little or no time could be stressful. Planning one's time to match one's activities is stress reducing.
2. Lecturers should perceive self as capable of carrying out a successful task and contribute meaningfully to the growth of the university system
3. Government should increase lecturers' salary and allowances as well as provide adequate fund to sponsor them for conferences, seminar, workshops and symposium in order to help them build positive work attitude. Provision of adequate fund will help lecturers fund their research endeavors so as to encourage scholastic attitude
4. Government should provide conducive working environment to encourage positive attitude among lecturers. Conducive offices should be provided for lecturers in order to enable them develop a positive psychophysical attachment with their work.

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