

Workplace Environment Variables and Lecturers' Positive Work Behaviour in Federal University in Cross River State Southern Senatorial District, Nigeria

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This article explore how workplace environment variables contributes to lecturers' positive work behaviour. Specifically, this study sought to find out if infrastructure, instructional facilities and lecturer-student relationship have any combined connection with lecturers' positive work behaviour. The study adopted survey research design, while the population of the study involved a collection of lecturers from faculties and departments at the University of Calabar, Calabar. 550 lecturers were selected as the sample for this study using stratified, purposive and simple random sampling techniques. Workplace environment questionnaire and lecturers work behaviour scale with a reliability index of .72 and .84 respectively were utilized to gather data from the sampled respondents for this study. Data received was subjected to statistical analysis using Pearson Product Moment Correlation and Multiple Linear Regressions. Findings of the study unveiled that infrastructural facilities, instructional facilities, and lecturer-student relationship are significant joint predictors of lecturers' positive work behaviour in federal university. It was concluded that the workplace environment variables are critical factor that influences lecturers' positive work behaviour. By implications, the workplace environment and its variables are potent panacea for optimum positive work behaviour among lecturers in any education setting.

Introduction

Lecturers' work behaviour is considered critical in an educational setting because it is the fundamental criterion by which all teaching-learning activities are measured using some standards of excellence. The foregoing understanding must have been what informed the stakeholders in the educational system to agitate for positive work behaviour among the teaching workforce for a more impactful system. The understanding of lecturers' positive work behaviour can only begin with the grasping of a clear meaning of behaviour. According to the Oxford Advanced Learner's Dictionary, behaviour, among other things, is the way a person acts in response to a particular situation or stimulus. In Wales, the government in its teachers' handbook describes behaviour as; biological, behavioural, cognitive systemic and psychodynamic (Llywodraeth Cymru Welsh Government, 2012). This is because behaviour interacts with the environment; can be modified, is perceptible and judgmental, responsive to groups or associations, and of course clinical in nature. In the context of education process, a particular situation in this general meaning could be viewed

as a learning environment; be it a classroom setting or a non-classroom setting where there are teaching and learning interactions.

Lecturers' positive work behaviour refers to the act or conduct of the lecturers that can lead to the promotion of teaching and learning. It is a deliberate conduct of lecturers in creating an effective learning environment and attitude toward the learner in enhancing learning. The behaviour of a lecturer that promotes educational progress is therefore positive work behaviour and any that interferes with educational progress is negative work behaviour. The way lecturers relate and behave towards their students and colleagues is likely to have an immediate effect on their lives. Essentially, students expect their lecturers to be fair, competent and helpful when needed. Thus, the importance of lecturers in the lives of their students cannot be overemphasized. Despite of the importance of lecturers' positive work behaviour to the educational system in Nigeria, lecturers in higher education institutions are faced with the challenges of decrepit facilities, lack of adequate physical infrastructure, poorly equipped offices, laboratories, libraries and ICT centres or non-existence of these facilities. Other issues include; classroom management (instructional strategies, grouping procedure, time), material resources, leadership, emphasis on academic and staff development, systemic problem and maladaptive behaviours, and interest arising from both students and teachers (Ajayi, Haastrup & Osalusi 2010; Akinsolu 2010; Bassey & Author, 2015). As a result, the desired level of work behaviour among lecturers seems to be affected and therefore, likely cripple the teaching-learning process and educational progress in the country.

Scholars suggest that workplace environment shape teachers work behaviour (Hughes 2006; Nakpodia 2011; Elfita et al. 2019; Muhammad 2021; and Edim 2021). Also, the proponent of social cognitive theory viewed people as active agents who both influence and are influenced by their environment (Bandura 1986). Following this theory, Maliki (2013) submits that; an institution with a good infrastructure environment promotes teachers with good professional competence and interpersonal skills that are effective in their classrooms in terms of students' behavior, a better understanding of the concept by students, and a disposition of positive and mental alertness by learners. Although research on work behaviour is on the increase, the impacts of variables of workplace environment on lecturers' positive work behaviour have not attracted similar attention. Despite of this shortcoming, researchers with bias in educational psychology, industrial psychology, measurement and evaluation have not relented in their efforts to establish

empirical bases for positive work behaviour. Their findings are anchored on relative variables within the workplace environment. Though this is acceptable in research, there is also a need for a study that will work on the joint influence of variables within the workplace environment variables on lecturers' work behaviour. The current research attempts to meet that need. Hence, the major goal is to examine whether workplace environment variables such as; infrastructure, instructional facilities and lecturer-students relationship jointly associate with lecturers' positive work behaviour in a federal university in Cross River State southern senatorial district of Nigeria.

Workplace environment are places where teachers, students, support staff and so forth carry out a variety of educational activities. It is also the overall conditions under which a teacher or a group of persons work or carried out their tasks (Nakpodia 2011). The workplace environment includes buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, and playgrounds (Ene-Obong, Ibeanu, Onuoha, & Ejekwu 2012). The workplace environment has been categorized into physical, academic and social (Kutsyuruba, Klinger & Hussain 2015). The physical environment has to do with the condition of school facilities, the environmental quality of schools and their relationships with educational performance and behaviour of students. The academic category comprises teachers-student relationship, teaching methods, evaluation and didactic. While social category suggests that the quality of relationships between members of the school community is fundamental in the configuration of the school climate (Kutsyuruba et al. 2015).

To Baafi (2020), the workplace environment could consist of the physical location, buildings, furniture, infrastructural facilities, space and equipment for effective teaching and learning. The workplace environment is a measure of the quality and quantity of the cognitive creative and social support that is available during school life in terms of teacher-student interaction (Tapia-Fronllem et al. 2020). A positive work environment is judged by having appropriate facilities, well-managed classrooms, a clear, fair disciplinary policies and practices, and school-based health supports. Anderson (1982), cited in Nwite and Aja-Okorie (2017) indicates that a pleasant work environment fosters high school academic achievement and enhances a positive attitude to work. Furahini and Baraka (2020) documented that workplace environmental factors have been demonstrated to have a significant impact on the whole process of teaching and learning. It plays an important role in the cognitive, affective and social domains of students because these factors have direct and indirect impacts such as a creating positive impact on students toward learning, enhancing

participation in the process of learning and promoting students' commitment towards learning, which in turn results into good academic progress. Teachers and students are humans who naturally would avoid pain at all costs. They tend to be more comfortable with well-structured and ventilated classrooms and offices. Therefore, where they are exposed to work and learn in a harsh environment will eventually create some problems in form of low performance.

Researching the effects of control over office workspace on perceptions of work environment and work outcome, Lee and Brand (2005) conclude that, workers with convenient access to meeting spaces reported higher job satisfaction. Investigating the behaviour of one hundred and eighty-two receptionists in various medical clinics; May, Oldham and Rathert (2005), found that those with less space were less satisfied with the amount of space they had available and were more frequently late at work as well. Alcázar et al. (2006) studied the causes of teachers' absenteeism in Peru and concluded that poor infrastructure was one of the causes of absenteeism among teachers. The finding from Hughes (2006) research concluded that; classroom design and layout are not only significant to teachers' job satisfaction and performance, but also important in terms of teachers' empowerment. A study utilizing descriptive research design and saturated sampling technique to determine school physical environmental factors responsible for stressful experience among teachers in special primary schools, report a positive significant relationship between social, physical and academic demand factors and stress (Angalika, Peter & Raburu 2016).

A study employing questionnaire, scheduled interviews and observation to gather data from a sample of three hundred and forty-five teachers comprising both males and females on school physical environment and teachers' satisfaction in selected public primary schools in Elgeyo Marakwet County, showed that the school physical environment has a positive significant association with teachers' satisfaction (Jonah 2018). Similarly, Abiodun-Oyebanji (2019) established that a positive and significant relationship exists between physical working conditions and teacher productivity. The study further suggests that if there is a comfortable working environment, there would likely be an improved teachers' productivity and vice versa. Consequently; classroom conditions, student-teacher ratios and the rest of school environment dimensions contribute in no small measure to the level of teachers' productivity. In addition, the study revealed that the school environment was related to teachers' productivity in terms of interpersonal relations, group cohesiveness and task involvement. In his own contribution to the

variables of the present study, Muhammad (2021) through a quantitative-based cross sectional survey and a sample of three hundred and sixty-eight teachers to inquire into teachers' feelings about their work environment; reported that workgroup environment that has good relations with the principal is the most important factor in the favourable environment of the school. Also, the research revealed that the physical facilities were the least, whereas promoting positive behaviour by avoiding conflict and ensuring fairness was the most important aspect of organisational encouragement.

Quaglia, Marion and McIntire (2010) in their study reported a positive significant association between inadequate infrastructure, learning materials, overcrowded classrooms and teachers stress in Australia. The study further documented that inadequate and untidy toilets and physical classroom arrangements were making teachers more dissatisfied with their jobs. In the UK, Liu and Ramsey (2010) found that school physical environment was related to job satisfaction among teachers. Physical environmental factors were found by Johannsen (2011) to contribute to stress among certified teachers in the USA. The study revealed that students seating preferential, poor classroom lighting, ventilation and noise level in the school from learning equipments as physical environmental factors were influencing stress among teachers in elementary learning institutions. Interestingly, Tapia-Fonllem et al. (2020) adopted three dimensions of school environment proposed by Kutsyuruba et al. (2015); to find out how physical, academic and social dimensions of school environment relate to the well-being of primary school pupils. Their study findings showed that school environment significantly correlates with pupil well-being variables.

Taiwo (2012) remarked that, in situations where the school infrastructures are not made available for teachers to discharge their responsibility, they tend to develop the wrong attitude toward work and even withdraw or seek other jobs and not pick up the teaching work. Common experiences revealed that any school environment devoid of necessary facilities hardly motivates teachers and students to teach and learn. Anyango (2012) found that teachers' attitudes, adequacy of teaching/ learning resources and girls' attitude towards education led to poor performance in KCSE among girls in the Lower Nyokai division. Oludeyi (2013) adopted an ex-post facto research design to examine classroom design and its influence on teachers' performance in selected secondary schools in Ogun state, Nigeria and uncovered that; a significant positive relationship between classroom design and teachers' job satisfaction, teaching and learning outcome. The study concluded that well designed classrooms with good shape, layout and fittings contribute to

teaching performance and learning effectiveness. Following the findings from the study, good classroom design is therefore important teachers' job performance motivator and booster.

David (2013) opines that, in an environment where infrastructural facilities are not available or in a favorable condition to encourage learning, they are looked down on. Therefore, teachers tend to be ego-defensive in their attitude to defend their dignity and consequently get dissatisfied with their job. In such situation teachers are likely to express a negative toward academic activities. It is very obvious that, if the school where these teachers are working has the required infrastructural facilities to keep the teachers comfortable and happy, positive work behaviour will certainly be developed. In the same vein, the provision of adequate learning facilities including equipment and human resources was seen by Nambuya (2013) to enhance the quality and relevance of imparted skills to learners. This is because learning involves the interaction of students with the environment which includes the quality of classrooms, laboratories, libraries, playing ground/fields and textbooks, among others. Physical resources go a long way in a creating conducive environment that promotes students' commitment to learning.

Daniel and Felix (2014) maintained that where adequate educational facilities are provided, the interest of the teachers can be aroused and motivated with a positive attitude to work hard. It is believed that when infrastructural facilities are in a good school environment, both the teachers and students work together with a positive attitude to achieve better. The availability of proper infrastructural facilities in the school environment has a considerable impact on the teachers' attitude to work. Fehintola (2014) thinks that, in a typical classroom setting, a professional teacher must demonstrate excellent attitudes in his/her teaching. Research carried out by Cheryan, Ziegler, Plaut and Meltzoff (2014) discovered that structural facilities like; lighting, noise, air quality, the temperature in the classroom and symbolic facilities such as desk, chairs, whiteboards, etc has a variety of influence on teachers, students and the entire teaching-learning process. In the UK, a survey by Thomas and Pasquale (2016) found a strong relationship between teachers' perceptions of the maintenance and condition of the buildings and their intentions to stay or leave the profession. The state of the infrastructure was found to be a more significant factor than their salary levels.

Akomolafe and Adesua (2016), reports that if physical facilities are available and judiciously utilized to meet the needs of the students and even the teachers, this could invariably harness or facilitate students' learning and transcend to high performance. Concerning the teachers, it would

encourage commitment to academic activities and better work behaviour and performance. Royal Institute of British Architects (RIBA) (2016) believes that; well-designed schools can increase the productivity of school staff and cut financial waste on unnecessary services and maintenance. Education and skills committee (2017) submits that it is expected that individuals are required to spend six to seven hours within the school environment, therefore, when there are provisions for these facilities, they feel pleasurable and amiable within the school environment to interact better. From the above submission, it becomes clear that teachers' most productive problems culminating in slowdown, strikes, absence from work, nonchalant attitude and absent-mindedness can be curbed through a conducive school work environment. The classroom is an environment where interaction occurs among teachers and students; so, having such a learning and teaching environment with the needed facilities tend to stimulate and inspire both students and teachers toward constructive and sense-making or reasonable tasks.

Adeyemi and Afolabi (2017) opined that; if a teacher's experience is that the classroom is a well-designed, safe, healthy and happy place to work with enough supportive resources and facilities for teaching, the teacher tends not to improve in teaching performance but also to participate more than expected in the management, administration and overall improvement of the school. Such a teacher will command and emit the image of one who improves knowledge and the psychological conditions of the classroom through orderliness, discipline and control (Donald, 2009). Finding from the study of Ifijeh, Ogbomo and Ifijeh (2018) indicated that, there is a significant relationship between the use of library resources and the research productivity of lecturers. The study made use of a descriptive research survey design and structured questionnaire to gather data from three hundred and sixty-eight selected lecturers in private universities across the six states in the south-south geopolitical zone of Nigeria. Considering the influence of school climate on students' academic performance, Makewa, Role, Role and Yegoh (2011) discovered that schools performing high were able to do as a result of a positive school climate. From this perspective, it is apparent that achievement in tasks for a student is not simply a function of the learner's self-control or interest, but is influenced by the environment and by aspects of the environment characterized by mutual goals, common relationships, and show of concern for one another. A research anchored on school climate and academic performance of students in public secondary schools in Edo south senatorial district, Nigeria, found a significant correlation between school climate situation and students' academic achievement. In the study, school climate was

viewed as the psychological environment or atmosphere that characterizes a particular organisation or workplace (Omemu 2018).

Darling-Hammond and Cook-Harvey (2018) report that; human relationships are the essential ingredient that catalyses healthy development in learning and teaching. The duo added that stable relationships could buffer the potentially negative effects of even serious adversity. Reflecting on this report, it is important to note that a school work environment where teachers and students, student-student; and teacher-teacher have friendly interaction, work as a team, respect individual's culture and norms are most likely to have both teachers and students persist in teaching and learning situation that results in education progress. Positive relationships including trust in the teacher, and positive emotions such as interest and excitement open up the mind to learning. Obviously, a positive school climate provides a firm and solid foundation for supporting students' academic achievement and the development of positive attitudes and behaviours (Darling-Hammond et al. 2018). Encountering a positive environment at work facilitates social and attitudinal abilities permitting workers to improve their personal resources including sensitivity, positive attitudes, cognitions and behaviours about their workplace. Mudassir, Norsuhaily and Ado (2015) said that; positive, supportive and favourable school environment enriched with enough learning facilities and favourable climate makes students more comfortable, and more concentrated on their academic activities which results in high academic performance. The study of Odeh, Oguche and Ivagher (2015), showed that a positive school climate may supply high-risk students with supporting learning environments yielding healthy development, as well as preventing antisocial behaviour.

Elfita, Zulhaini and Ikrima (2019) use the Pearson product moment correlation coefficient to analyze data collected to establish the relationship between the use of library resources and the research productivity of lecturers. Their study found that the school working environment that is conducive influences the attitudes and actions of the entire community, especially in achieving teachers' comfort in school. Barrett, Treves et al. (2019), postulate that basic services such as water, sanitation, waste disposal, electricity, and communications also help ensure that children and teachers attend school and remain healthy there. As Nwosu and Uba (2019) puts it; a good school infrastructure with renewed spaces makes it possible for children and youths that live in remote areas to study and in addition, tends to improve the attendance and interest of students and teachers in learning.

Febbria, Muhammad and Destiniar (2020) conducted a quantitative and correlational research on the effect of infrastructure and work environment on the teacher's performance at public junior high school in Sekayu District. Using a sample of fifty-eight teachers, and a questionnaire to retrieve data from the target population, the result of the analysis through inferential statistics of Pearson Product Moment Correlation and Multiple Regression showed that school infrastructure and work environment together have a significant impact on the teacher's performance. Bello (2020) found that classroom conduciveness influenced students' and teachers' attitudes toward attendance to lessons. Following the findings of the study, the researcher postulated that; regardless of the qualifications of teachers and the procedures applied, the role of a conducive-learning environment in promoting an affluent attitude or aura in schools can never be overstrained.

A study done by Edim (2021) revealed that work environment components such as classroom conditions, school library facilities, school locations and school management styles significantly influenced teachers' job performance. The study further revealed that the school environment plays an important role in achieving optimal job performance among teachers in secondary schools and other educational systems. This means that no educational programme can function effectively without the provision of adequate infrastructural facilities such as; good buildings (comfortable classrooms and staff offices), provision of clean drinking water, provision of restrooms, conditions of classrooms, playground facilities, technology (computer), library facilities (well-equipped e-library), laboratory (well equipped), water supply, electricity supply and so on.

The review of related literature presented above has provided adequate understanding and insight into the variables of this study. From the bodies of scholarly work reviewed so far, it indicates that the school work environment with its dimensions is a key driver of teachers' and other operators' behaviours in school systems. However, as is always the case in research, there are always one or more limitations in a single study, which are acceptable. In spite of the abundance of literature in support of both independent and dependent variables of the current study, a cursory look at the empirical studies presented above revealed that most of the researchers were more concerned with elementary and secondary school teachers' work attitudes and students' academic achievement. There appear to be no empirical studies to show the combined link between workplace environment variables and lecturers' positive work behaviour in a federal university in the southern senatorial district of Cross River State, Nigeria. Hence, the current study fills such an existing gap. Understanding how the workplace environment variables such as infrastructure,

instructional facilities and lecturer-student relationship act in combination to predict positive work behaviour among lecturers in a federal university in the southern senatorial district of Cross River State, Nigeria would help to shed light on factors underlying the enhancement or improvement of workers behaviour in a way that could contribute to both educational progress and workers behaviour. Thus, the following research questions guided this study:

1. How do infrastructure, instructional facilities and lecturer-student relationships relate with lecturers' positive work behaviour at the University of Calabar, Calabar, Cross River State?
2. To what extent are infrastructure, instructional facilities and lecturer-student relationship jointly predictors of lecturers' positive work behaviour at the University of Calabar, Calabar, Cross River State?

Methodology

The survey research design was employed. This design was appropriate for this study in that it seeks to establish cause-effect relationships between workplace environment variables and lecturers' positive work behaviour. Also, the independent variables which are, school infrastructure, instructional facilities and lecturer-student relationship by no means could not be manipulated by the researchers because the situations for the study already exist.

The population for this study comprised all lecturers in University of Calabar, Calabar in Cross River State, Nigeria. The population was categorized as early career (Assistant lecturer-lecturer I and II), mid-career (senior lecturer) and top-career (Assistant – full professor). The total number of lecturers at the University of Calabar, Calabar in Cross River State, Nigeria is 2170.

The multi-stage sampling technique was adopted in selecting 550 lecturers out of 2170 lecturers at the University of Calabar. From each of the 16 faculties, three departments were selected using the simple random sampling technique. Using proportionate and convenience sampling techniques, 550 lecturers were selected. All categories of lecturers (early career, mid-career and top career) were selected from the selected faculties and departments, and care was taken to ensure that both male and female lecturers were randomly represented to participate in the study. See appendix A for distribution faculties and departments.

Data was collected using a structured questionnaire titled: Workplace environment variables questionnaire (WPEVQ) and Lecturers' Work Behaviour Scale (LWBS). The WPEVQ contains

18 items measuring each construct, structured under a four Likert scale of strongly agree SA, agree A, disagree D, and strongly disagree SD. On the other hand, Lecturers' work Behaviour Scale (LWBS) contains 20 items. These instruments were validated by lecturers whose speciality is in research, measurement and evaluation. The items were screened by removing irrelevant ones and making necessary suggestions on the instrument. After adhering to their suggestions, the corrections were made to provide a valid instrument for data collection. Thereafter, the reliability of the instruments was established using the Cronbach alpha estimation method which yielded coefficient reliability index of .72 to .84 respectively. The instruments were administered to the respondents by the researchers and two research assistants. A total of 550 questionnaires were administered to the respondents in the selected faculties and departments at the university of Calabar, Calabar in Cross River State, Nigeria. At the end of the exercise, 550 questionnaires were retrieved and used for data analysis. The exercise lasted for six weeks. Data collected was coded and analysed using Pearson Product Moment Correlation (PPMC) as well as Multiple Linear Regression.

Result and Discussion

Research Question One: How do school infrastructure, instructional facilities and lecturer-student relationship relate with lecturers' positive work behaviour at the University of Calabar, Calabar, Cross River State? To answer this research question, Pearson Product Moment Correlation Statistics (PPMC) is used to analyze the data and is presented in Table 1.

Table 1:
Correlation matrix showing the relationship among independent variables

Variables	Mean	St-Dev	LPWB	SI	I F	LSR
Lecturers' positive work behaviour	33.9364	4.44287	1.000			
Infrastructure	25.3145	8.79275	.672	1.000		
Instructional Facilities	40.9291	5.56993	-.113	.336	1.000	
Lecturer-student relationship	1.37	.482	-.075	-.074	.063	1.000

** Correlation is significant at the 0.05 level (2-tailed).

Table 1 above depicts that, there is a significant relationship between the independent variables (infrastructure, instructional facilities, and lecturer-student relationship) on the dependent variable lecturers' positive work behaviour. The table reveals that infrastructure positively correlates with

lecturers' positive work behaviour ($r=.672^{**}$, $p<.005$), instructional facilities negatively correlate ($r=-.113$, $p<.005$), while lecturer-student relationship has ($r=-.075^{*}$, $p<.001$). This implies that a unit increase in both infrastructure and instructional facilities will increase lecturers' positive work behaviour. Also, it then follows that the extent to which the lecturers exhibit positive behaviour to duties is subject to infrastructure, instructional facilities and lecturer-student relationship. These workplace environment variables determine lecturers' level of attraction to work, influence their retention and productivity as well activate their competence and creativity. Inadequate or non-availability of infrastructural materials such as school buildings and ground, equipment and materials as well as good lighting and good interpersonal relationships among lecturers-students, may lead to lecturers' negative work behaviour. Interestingly, the finding of this study validates the proposition of social cognitive theory by Bandura (1986) that people are influenced by their environment and people also influence their environment. The findings of this study also align with the studies and suggestions of May et al. (2005); Angalika et al. (2016), Jonah (2018); Abiodun-Oyebanji (2019); Bello (2020); and Edim (2021). It is not surprising that instructional facilities have a negative relationship, this is because lecturers do not always have the adequate instructional facilities to teach in the federal universities. This goes to prove that experiencing a school workplace with well-equipped offices, classrooms, instructional facilities, well-designed buildings; lighting, friendly and safe social climate would produce positive behaviour to work. Moreover, working in an unpleasant environment that is characterized by dilapidated structures, broken office facilities, inadequate instructional materials, and overcrowded classrooms may prompt lecturers to build negative work behaviour. Teaching is one of the most emotionally demanding jobs, hence working in a positive environment may motivate lecturers to put in their best towards their work.

Research Question Two: To what extent are infrastructure, instructional facilities and lecturer-student relationship joint predictors of lecturers' positive work behaviour at the University of Calabar, Calabar, Cross River State? To answer this research question, Multiple Linear Regression Statistics was used to analyze the data and is presented in Tables 2 and 3.

Table 2:

Summary of Regression for the Joint Contributions of independent variables to the prediction of lecturers' positive work behaviour.

R =.763					
R Square =.582					
Adjusted R square =.579					
Std. Error of the Estimate =2.88175					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6302.525	3	2100.842	252.977	.000 ^a
Residual	4534.248	546	8.304		
Total	10836.773	549			

a. Dependent variable: Lecturers' Positive Work Behaviour

b. predictors (constant) Infrastructure, Instructional Facilities, lecturer-student relationship. *P<0.05

Table 3:

Relative influence of independent variables on the prediction of lecturers' positive work behaviour

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
(Constant)	36.080	.961		37.534	.000
infrastructure	.405	.015	.802	27.133	.000
Instructional facilities	-.306	.024	-.383	-12.974	.000
Lecturer-student relationship	.079	.257	.009	.306	.759

a. Dependent Variable: Lecturers' Positive Work Behaviour

Table 2 above reveals a significant joint influence of the independent variables (infrastructure, instructional facilities, and lecturer-student relationship) on the dependent variable lecturers' positive work behaviour. The result yielded a coefficient of multiple regressions R = .763, R-square = .582 and Adjusted R square =.579. This suggests that the three factors combined

accounted for 57.9% ($\text{Adj.R}^2 = .579$) variation in the prediction of the regression model. While other factors accounting for the prediction of lecturers' positive work behaviour is beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant joint influence of the independent variables on the dependent variable, $F(3, 194) = 252.977, P < 0.05$.

Table 3 above shows the three predictor factors (school infrastructure, instructional facilities and lecturer-student relationship) on the dependent variable – lecturers' positive work behaviour. Likewise, Table 3, reveals that the most potent predictor variable of lecturers' positive work behaviour is infrastructure, $\text{Beta}(\beta) = .802, t = 27.133, p < 0.05$, and instructional facilities ($\text{Beta}(\beta) = -.383, t = -12.974, p < 0.05$). However, the result also indicates that lecturers-students' relations does not predict lecturers' positive work behaviour ($\beta = .009, t = .306, p > 0.05$). The findings from Tables 2 and 3 simply imply that increase in both infrastructure, instructional facilities and lecturer-student relationship together will cause an increase in lecturers' positive work. While a decrease in both school infrastructural, instructional facilities and lecturers-student relationship may cause a decrease in lecturers' positive behaviour to work. The findings this study research question two also suggest that even though result in Table 3 has it that lecturer-student relationship did not predict lecturers' positive work behaviour. It is worthy to note that this variable lecturer-student relationship along with other workplace environment variables such as infrastructure and instructional facilities are strong determinants of lecturers' positive work behaviour. This confirms the premise of the social cognitive theory propounded by Bandura (1986) that people are active agents who influence and are influenced by their environment. This also confirms the findings of many scholars like Lui and Ramsey (2010); Daniel and Felix (2014); Thomas and Pasquale (2016), Barrett et al. (2019); Febbria et al. (2020); and Muhammad (2021).

Conclusion and implication

Following the result of this study, it is shocking to the researchers that some of the workplace environment variables used in this study were found to be insignificant relatively, but jointly, there was a significant joint relationship. Hence, it is concluded that, the workplace environment variables such as infrastructure, instructional facilities and lecturer-student relationship are important predictors of lecturers' positive work behaviour in a federal university in the southern senatorial district of Cross River State, Nigeria. By implication, positive work behaviour for

lecturers is not simply the function of the lecturers' interest or self-actualization but can influence by the complex environment in which they work. When the environmental conditions are not optimal, which is, having adequate and appropriate infrastructural facilities, instructional materials and good interpersonal relationships, the work behaviour is retarded. In other words, as lecturers strive to give their work the best, their work environment must also become correspondingly more conducive if they are to continue exhibiting optimal positive work behavior. Based on the conclusion of this study, the researchers call on the federal and state government, tertiary education trust fund (TETFUND), as well as regulatory bodies such as Nigerian Universities Commission (NUC), heads of tertiary institutions and other stakeholders to endeavor to provide conducive and quality educational workplace; supply quality infrastructures and maintain good relationships among lecturers and students for optimal positive work behaviour.

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