MODERATING ROLE OF ORGANIZATIONAL AFFECTIVE COMMITMENT ON THE RELATIONSHIP BETWEEN SELF EFFICACY, TRAINING AND PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BAUCHI MEROPOLIS

BY

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DECLARATION

I declare that the work in this dissertation entitled "Moderating Role of Affective Commitment on the Relationship between Self Efficacy, Training and Performance of Teachers' in Public Secondary Schools in Bauchi Metropolis has been performed by me under the supervision of Prof. Sulaiman A. Karwai and Dr. Mohammed Ibrahim Aminu in the Department of Business Administration, Ahmadu Bello University, Zaria. The information derived from the literatures has been fully acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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CERTIFICATION

This dissertation entitled MODERATING ROLE OF AFFECTIVE COMMITMENT ON THE RELATIONSHIP BETWEEN SELF EFFICACY, TRAINING AND PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY SCHOOLS IN BAUCHI METROPOLIS meets the regulations governing the award of the degree of Master of Science degree in Business Administration of Ahmadu Bello University, Zaria and is approved for its' contribution to knowledge and literacy presentation.

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DEDICATION

This dissertation is dedicated to Almighty Allah, the Omnipotent and Omniscient.

ABSTRACT

In education system, the performance of teachers is one of the fundamental factors determining school effectiveness and learning outcomes. It is becoming worrisome to note that the performance of these teachers specifically in Bauchi state has taken a negative shape. Extant studies have linked performance with training and self efficacy, but their results were inconsistent. Hence, this study examined the moderating role of organizational commitment on the relationship between self efficacy, training and teacher's performance. The study is cross sectional and a survey research design was used and data were collected from 422 public secondary school teachers in Bauchi Metropolis. Data were analyzed by structural equation modeling of partial least square using Smartpls 2 software and the results indicated a significant positive effect of training and self efficacy on teachers' performance. The results further revealed that while organizational affective commitment has significant moderating effect on the relationship between self efficacy and teachers' performance among public secondary schools in Bauchi Metropolis, it does not significantly moderate the relationship between training and teachers performance. The study therefore recommended for institutions to embark on training program on a regular basis. Experience should be considered when recruiting teachers as this will build strong professional efficacy. Also effort should be made to stimulate teachers' commitment to the various schools they work.

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ABBREVIATIONS

EP	Employee performance
TR	Training
OC	Organizational commitment
OAC	Organizational affective commitment
SE	Self efficacy
SLT	Social Learning theory
AVE	Average variance extracted
CR	Composite reliability
CA	Cronbach alpha
VIF	Variance inflation Factor
SPSS	statistical package for social science students
PLS	partial least square
SEM	structural equation modeling
CFA	Confirmatory Factor analysis

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Public Secondary schools are established to educate and enable contributions of the students to the economic, political and socio-cultural wellbeing of a country as well as discovering their talents. In 2014, statistics have shown that Bauchi State recorded 5.28% success in West African Examination Council (WAEC). In the year 2015, out of the20,534 candidates that sat for the WAEC only 750 students representing 3.65% made 5 credits. Furthermore, the state was ranked 36th on the performance table (see appendix J). Consequently, the realization of objectives of these public secondary schools is becoming threatened. An important factor responsible for this can be attributed to the deteriorating expertise of teachers of these schools and this is evident by the recent remark made by the state governor. He expressed his dismay on the declining commitment and performance of the teachers in the state (Abubakar, 2016).Teachers, according to Waseka, Sitmatwa and Okwach (2016) are regarded as the most influential school-based factors that influence students' performance.Performance describes the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed (Afshan, Sobia, kamran& Nasir 2012).

Extant studies, however, (e.g. Amir & Amen, 2013, Bashir, Alias, &Awang, 2016;Ghannam, 2010; Owens, 2006) have documented factors attributed to the deteriorating performance of teachers in the world some of which are inadequate facilities, poor commitment of teachers, inadequate training, low qualification and teachers' belief. In different studies done in Nigeria (e.g., Welson, 2016; Yusuf & Dada, 2016; Akinsola, 2010) have established various reasons that contributed to the declining performance of teachers in Nigeria which include inadequate

facilities, low qualification,poor commitment, lack of supervision, inadequate training among others. Efforts need to be made by Bauchi state government to provide the necessary training need for the teachers. Studies (e.g,Elnaga & Imran, 2013; Rahman, Nabi, Akhter, Hasan, & Ajmal, 2011; Khan, Khan, & Khan, 2011; Obisi, 2011) have noted that providing training for human resource is a key to the success of any organization. To them, the smooth and efficient running of any organization depends on how well staffare equipped with appropriate skills to perform their tasks.

A teacher just like any other employee is from time to time developed through training. Improved capabilities, knowledge and skills of the talented workforceproved to be a major source of schools strengths. With the emerging trends of education in Nigeria, the quality of teachers is becoming increasingly threatened to the extent that some schools have cultivated the habit of rejecting some caliber of teachers (Yusuf & Dada, 2016). The teacher has to keep abreast with the changes in teaching methodologies, pedagogies and curriculum and hence the importance of training for teachers. This might be achieved by way of training of staff. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Obisi, 2001).

Teaching by its very nature involves solving ill-defined problems that are complex, dynamic, and non-linear. Consequently, performance of teachers maylargely depend on their personal attributes and belief in oneself.The way and manner teachers define tasks, employ strategies, view the possibilityof success, belief and ultimately solve the problems and challenges they face differ. It is this concept of personal attributes that underlies the importance of self-efficacy as a critical component in job related performance(Judge, Jackson, Shaw, Scott, & Rich, 2007).

Teacher self-efficacyis the perception teachers have, that they can effectively perform the professional task. Substantial number of studies have elaborated about the influence of teacher self efficacy beliefs on children's achievement and success at school (Tournaki&Podell, 2005). Chacon (2005) and Ajala (2013) observed that teachers with high self-efficacy beliefs are more likely to perform well in implementing innovations in the classroom, using classroom management approaches and adequate teaching methods and encourage students' autonomy, and to take responsibility for students with special learning needs than teachers with a low sense of self-efficacy. Self-efficacy determines the tasks an employee chooses to learn and the targets they set for themselves (Lunenburg, 2011). To him, Self-efficacy affects employees' level of effort and persistence when learning difficult task.

It is common to notice, however, some teachers who may be provided with training and facilities to aids in the discharge of responsibilities yetperform below expectation. This might be as a result of low commitment, supervision, pay and other work related factors. For example, Nkosi (2015) noted that training opportunity has a significant relationship with employee affective commitment, the study concluded that employees who are awarded training opportunity will be more committed to the job and the resulting effect will be improvement in performance.Employee affective commitment to his/her organization has been dubbed as a major determinant of positive organizational outcomes, such as, increased productivity and employee retention (Morrow & McElroy, 1986). Other studies have linked organizational commitment to higher efficiency, receptiveness to change, reduced turnover, increased efforts, and innovativeness (Vallas, 2003).Organizational affective commitment is the workers' attachment to the whole organization and is generally defined as devotion, participation in, and identification with the company (Lambert, Hogan, Paoline, & Clarke, 2005). Allen and Meyer (1990)

categorized organizational commitment into three forms that is, affective, continuance, and normative commitment. Affective commitment is the most desirable form of organizational commitment as it measures the workers sense of belongingness and has been reported to have the largest set of benefits for companies (Allen and Meyer 1990). Thus, we have focused on affective commitment in this study and explored whether it can interact with training, self-efficacy and ultimately improve employee performance.

The problem of this study is related to the gap between the expected performance and the actual performance of the teachers of public secondary school in Bauchi metropolis. This gap may be bridged through well designed training and development programs, enhancing organizational affective commitment, performance accomplishments which according to Bandura (1997) have proven to be the most influential source of efficacy because they are based on one's own mastery experiences. Also, Cherian and Jacob (2013) asserted that there have been a number of reviews that examined the impact of self efficacy on organizational settings, however, only few have considered the overall impact on employee performance as well as ones that link self efficacy directly to organizational affective commitment and hence performance. Past studies (e.g., Obisi, 2001; Nkosi, 2015 &Iroegbu, 2015) have shown that both self efficacy and training are both integral part of performance and both these factors contribute to a good service quality, effectiveness and efficiency in the workplace.

Given the new educational challenges, there is a growing concern that the preparation of teachers need to beenhanced for them to be fully effective in the discharge of their duties. The problem of this study is to examineif teachers participation in staff trainingprogrammes relates to their job performance. This study investigates the moderating role of organizational affective commitment

on the relationship between self efficacy, training and teachers' performance of public secondary schools in Bauchi metropolis.

1.2 Statement of problem

Poor performance of teachers is a global phenomenon that cannot be ignored by anyone who is aware of the significant role of teachers as instruments for societal transformation and development. In Bauchi State, the performance of public secondary school teachers is deteriorating day by day as expressed by current stategovernor in 2016.

Past studies (e.g., Al-mzary, Mohammad, Mohammed, & Eid, 2015; Elnaga & Imran, 2013; Falola, Osibanjo, & Ojo, 2014; Hafeez & Akbar, 2015) have proved a positive link between training and teacher performance, as training brings benefits for the teacher along with for the schoolby positively impacting teacher performance through the enhancement of teacher expertise and behavior. To them, well trained teachers show both quantity and quality performance. There is less wastage of time, money and resources if teacher are providedwith training.

Cherian and Jacob (2013) also noted that performance of teachers is positively influenced by the overall self-efficacy. According to them, it is proved that the organizational behavior of the skeptical practicing professionals is usually influenced a significant amount of confidence. Teachers' cognitive and behavioral control as well as their efficacy beliefs are expected to be the basis of their ability to guide their professional development during and after completion of their initial teaching certification (Bembenutty, 2006). In a related assertion, Caprara, Barbaranelli, Steca and Malone(2006) argued that teachers whose self efficacy are high are more capable of using instructional strategies effectively, more capable of ensuring student participation and more successful in classroom management skills. Consequently, enacting self- regulation and

enhancing ones' self-efficacy beliefs during an advanced professional training are essential for attaining efficiency.

However, despite the positive relationship between self efficacy and teacher performance, some studies (e.g., Vancouver, Thompson, Tischner & Putka, 2002; Judge & Bono, 2001; Prieto, 2009; Yeo& Neal, 2006) negatedly noted that teacher self efficacy may not always improve performance. This may be so because some tasks are complex to execute. For example, Judge and Bono (2001) are of the view that self efficacy may not work without some intervening variables. To them, effect of self efficacy on performance may be subjected to individual differences. Hence, this makes studies on the impact of self efficacy on performance inconsistent and therefore requires further investigation. In this light, studies (e.g., Adio&Popoola, 2010; Niu, 2010) have observed that self-efficacy has significant positive relationship to organizational affective commitment. It is on the basis of this argument that this study determines the moderating role of employee organizational affective commitment in the relationship between self efficacy, training and teacher performance.

1.3 Research Objectives

The general objective is to examine the moderating role of organizational commitment on the relationship between self efficacy, training and teachers' performance of public secondary schools in Bauchi metropolis. The specific objectives are:

1. To determine the effect of self efficacy on the performance of public secondary schools teachers in Bauchi metropolis.
2. To examine the effect of training on the performance of public secondary schools teachers in Bauchi metropolis.

3. To determine whether teacher organizational affective commitment moderates the relationship between self efficacy and the performance of public secondary schools teachers in Bauchi metropolis.
4. To examine whether teacher organizational affective commitment moderates the relationship between training and the performance of public secondary schools in Bauchi metropolis.

1.4 Research Questions

1. Does self efficacy affect the performance of public secondary school teachers in Bauchi Metropolis?
2. Does training affect the performance of public secondary school teachers in Bauchi Metropolis?
3. Does organizational commitment moderate the relationship between self efficacy and performance of public secondary school teachers in Bauchi Metropolis?
4. Does organizational commitment moderate the relationship between training and performance of public secondary school teachers in Bauchi Metropolis?

1.5 Research hypothesis

Ho_1: Self efficacy does not significantly affect the performance of public secondary school teachers in Bauchi metropolis

Ho_2: Training does not significantly affect the performance of public secondary school teachers in Bauchi metropolis.

Ho_3: Organizational commitment does not moderate the relationship between self efficacy and performance of public secondary school teachers in Bauchi metropolis.

Ho_4: Organizational commitment does not moderate the relationship between training and performance of public secondary school teachers in Bauchi metropolis

1.6 Significant of the Study

Education system is absolutely beneficial for any society. It helps to eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education. To attain this vital goal of education, quality teachers are needed to provide their professional services in maintaining standard expected by the society. However, it is becoming worrisome to note the alarming deterioration of teacher's performance as identified by the Bauchi state government. Thus, it becomes imperative to conduct a study examining the influence of performance predictors as identified in this work and recommend possible solution to the problem.

The findings of this study may be a resource for Bauchi state government and the rest of the world in the management and administration of public secondary schools. It will further assist them in designing training programs needed for public school teachers.

Theoretically,the study by integrating moderating variable in the relationship between self efficacy, training and teachers' performance further enhance the body of knowledge. Most of the previous related researches studied the direct relationship between self efficacy and teacher performance and between training and teacher performance. This study, thus contribute to the body of knowledge by including affective commitment as a moderator in the model.

1.7 Scope of the Study

The current study focused on teachers of public secondary schools in Bauchi metropolis. It concentrates on effect of self efficacy and training on teachers' performance and the moderating role of organizational affective commitment. The population of the study comprises of all the

teachers of public secondary schools in Bauchi metropolis. The decision of the researcher to choose Bauchi metropolis as domain is because Bauchi metropolis has the highest number of public secondary schools in the State. Similarly, the public secondary schools across Bauchi state have similar characteristics in terms of working conditions, same salary structure and as such any sample taken can be representative of the whole. Furthermore, the study is limited to public secondary schools because the research problem of the study relates to public secondary school teachers in Bauchi. The questionnaires were administered between November and December, 2017. The research was carried out in 2018.

1.8 Limitations of the Study

1. Data were collected from public secondary schools in Bauchi metropolis. As a result, the findings of the study may not be extended beyond public secondary schools. Private secondary school teachers as well as primary school teachers were not included in the study.
2. Only questionnaires were utilized as the method of data collection. Therefore, it might be difficult to win voluntary cooperation of the respondents as it constitutes a major determinant of the accuracy of the feedback. For example, the accuracy of the study might have been affected by dishonesty of the respondents in trying to project a good image of the school or the government; this is however beyond the researchers' ability to ascertain.
3. Also, collecting data at a single point in time (cross sectional) also raises the question of common method variance. Subsequent research on this topic should use a longitudinal approach to address these issues and this was

1.9 Definitionof Terms

Performance: Performance is the degree of employees achievement on a given job based on organizational goal and mission that is, whether what employees does is compatible or in line with the goal of the organization

Training: It involves designing and supporting learning activities that result in a desired level of performance.

Self-efficacy: This is the extent to which teacher is confidence in his ability to promote student learning by discharging the expected responsibilities at a specific time frame.

Organizational commitment: defined as the psychological readiness and internal desire for working in the organizationto make the utmost possible effort for the success of the organization and achieving its goals.

Task performance: It refers to theprescribed role an employee should comply with in order to attain organizational goals.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter explains various concepts associated with the variables under study. They include the criterion, performance; the predictors, training and self efficacy and the moderator; organizational affective commitment. Conceptualization will be in the following order: performance, training, self efficacy and organizational commitment. This chapter explains each variable and their associated concepts, the consequences of each variable, the factors affecting each of the variables and the relationship between these variables based on the previous empirical studies. The chapter concludes with conceptual and theoretical framework that summarizes the expected outcome of the research.

2.2 Concept of Employee Performance

Individual performance is a major concept within work and organizational psychology(Sonnentag & Frese, 2002). During the past years, scholars have made progress in clarifying and extending the performance concept (Campbell, 1990). Furthermore, advances have been made in specifying major antecedents and factors associated with individual performance. With the changing trend that we are witnessing within organizations today, the performance concepts and performance criteria are undergoing changes as well (Ilgen&Pulakos, 1999).

An important resource to any school is its teaching staff. They play regular role that cannot be underestimated. In 2012, Afshanet'al defined performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.Employee performance is normally looked at in terms of outcomes or in terms using

minimal resources attained maximum output. Armstrong (2000) defined performance in terms of behavior or outcomes of job. Performance is the degree of employees achievement on a given job based on organizational goal and mission (Cascio, 2006). To Casio, performance is taken to mean whether what employees does is compatible or in line with the goal of the organization. To Stannack (1996) and Heffernan and Flood (2000), performance covers input–output efficiency which finds solution to problems. Kenney (1992) stated that employee's performance is measured against the performance standards set by the organization. The current study conceptualized performance to mean how employee is able to execute his duties with minimal time, speed and effort. This is in line with the view of Afshan et al. (2012).

2.2.1 Types of EmployeePerformance

A general definition of work performance includes those quantifiable employee behaviorsand outcomes that contribute to organizational goals (Viswesvaran& Ones, 2000). In 2015, Díaz-vilela, Rodríguez, Isla-díaz, & Díaz-cabrera noted two major types of performance to include task and contextual performance. With regard to this, during the last two decades or so, an important distinction has been established on these types of work performance.

Murphy (1989) and Campbell (1990) were among the first to define the domain of individual work performance by specifying the core dimensions of generic work performance. According to Murphy, the work performance domain could be modeled using the following four dimensions: task behaviors, interpersonal behavior, and destructive/hazardous behaviors (behaviors that lead to a clear risk of productivity losses, damage, or other setbacks. On the other hand, Campbell's work performance framework proposed eight work performance dimensions and they includes job-specifictask proficiency, non–job-specific task proficiency, writtenand oral communications, demonstrating effort, maintainingpersonal discipline, facilitating peer and team performance,

supervision, and management and administration. To Campbell, these eight dimensions are sufficient to describe the latent structure of performance at a general level. However, he also noted that the eight factors can have different patterns of sub dimensions, and their content and salience can vary across jobs.

1n 1993, Borman and Motowidlo argued that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance. According to them, task performance are behaviors that directly or indirectly contribute to the organization's technical core, and contextual performance are behaviors that support the organizational, social, and psychological environment in which the technical core must function. Borman and Motowidlocited some examples of contextual activities as volunteering, persisting, helping, cooperating, and following rules. Task activities usually vary between different jobs, whereas contextual activities are common to many or all jobs

2.2.1.1 Task Performance

Task performance refers to theprescribed role an employee should comply with in order to attain organizational goals. It canbe defined as the efficacy with which incumbents perform activities that contribute to thedevelopment of the organizations technical core(Díaz-vilela et al., 2015). This contribution can be direct, including the application of a part of organizational technology, or indirect, providing materials or services needed to perform organizational technical processes (Borman&Motowidlo, 2003).

Most performance frameworks mentioned task performance as an important dimension of individual work performance(Koopmans, Bernaards, Hildebrandt, Vet, & Beek, 2014). It can be defined as the proficiency with which one performs his/her primary job tasks. Other labels sometimes used for task performance are job-specific task proficiency (Griffin, Neal & Parker,

2007), technical proficiency (Lance, Teachout& Donnelly, 1992) or in-role performance(Maxham, Netemeyer& Lichtenstein, 2008). Task performance includes work quantity, work quality, and job knowledge.

2.2.1.2 Contextual Performance

Contextual performance, alsocalled citizenship performance, involves those behaviors not directly related to job tasks, buthaving a significant impact on organizational, social, and psychological contexts. Thesebehaviors serve as catalyzers for the efficient undertaking of the entrusted tasks. Borman andMotowidlo (1993) proposed a model that included five types of citizenship behaviors: persistingwith enthusiasm and extra effort to complete one's task activities; volunteering to carry outtask activities that are not part of one's job; helping and cooperating with others; followingorganizational rules and procedures; and endorsing, supporting, and defending organizationalobjectives. In this kind of performance the initiative, support, and persistence that employeesdemonstrate is more important than the technical competence displayed (Poropat,2002). According to Ployhart, Schneider, Schmitt (2006) contextual orcivic activities support and create the context or social environment in which the technicalcore of the organization must function, while task activities serve to support and create thetechnical core itself.

Viswesvaran and Ones (2000) noted however that task performance has been the traditional focus of research; researchers have come to believe that individual work performance is more than meeting prescribed work goals. In both generic and job-specific frameworks, one or more dimensions of contextual performance have been included. Contextual performance can be defined as individual behaviors that support the organizational, social, and psychological environment in which the technical core must function (Borman&Motowidlo, 1993). Just like

task performance, Several scholars have also labeled this dimension with different names, such as non–job-specific task proficiency (Wisecarver, Carpenter &Kilcullen, 2007) extra-roleperformance (Maxham, et al. 2008),organizational citizenship behavior (Viswesvaran& Ones 2000) or interpersonalrelations (Murphy, 1989). It should however be noted that all concepts refer to behaviors that go beyond the formally prescribed work goals, such as taking on extra tasks, showing initiative, or coaching newcomers on the job.

2.2.2 Relevance of individual performance

Organizations desires highly performing individuals in order to attain their goals, to deliver the products and services they specialized in right quality, standard and place, and finally to remain competitive. Performance is also important for the individual employee and this is because accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride. According to Sonnentag and Frese, (2002), low performance and not achieving the goals might be experienced as dissatisfying, discouraging or even as a personal failure. Moreover, where performance is recognized by others within the organization, it is often rewarded by financial and other incentives. Performance is one of the major prerequisites for future professional development and success in the labor market(Sonnentag & Frese, 2002). Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000).

2.2.3 Importance of Employees Performance to Organizations

One of the objectives of business owners is to make profit. An organization's success depends on your employees' performance; poor performance is detrimental to your company's success (Ruth, 1967*)*. The performance represents one of the most important aspects that must be taken into

account when talkingabout the internal marketing of a company as well gaining larger market share. Reaching performance to the highest level becomes more and more a challenge, given the continuous development of the companies and the continuous increase of the market standards (popescu, popescu, popescu&Dorbin 2012). This assumes not only providing quality of the service and products, but also having a performing workforce. The more the employees exceed expectations, the greater the company's competitive advantage will be. A strong organization will always attract and retain talents. The performance has a significant role on the organization's growth and performance of the emerging markets, given the low standardization level and the continuous improvement and innovation requirements.

Research by Popescu et' alfound that companies focused on engaging employees reported improvements in customer satisfaction/loyalty, turnover/retention and percent of key vacancies filled internally. To him, competent employees have the ability to aid your business and assist with operational duties. Engaged employees grow your business and improve your bottom line. Further, an increasing number of businesses are making efforts to increase employee engagement that can possibly business successes. In line with this, Kum and Cowden (2014) stated that one of the larger aspects of developing employees' skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. To them, Organizations should look at the positive effects of employee performance, and design strategies to improve them in order to guarantees targeted investment.

2.2.4 Determinants of Employees Performance

Some studies (e.g.,Armstrong&Murlis 2004;Toit, 2007;Bartram & Casimir, 2007& Lam, Yik, &Schaubroeck, 2002) have identified a number of factors affecting employee performance either negatively or positively. These factors according to them, includes:

2.2.3.1 Leadership

Northouse (2007) defined leadership as a process whereby an individual influences a group of individuals to achieve common goals. The style of leadership involves the combination of attitude and behavior of a leader, which leads to certain patterns in dealing with the followers (Dubrin, 2004). Scholars (Armstrong &Murlis 2004; Cronje et al 2001) noted that the leadership stylewithin an organization has a bearing on encouraging or inhibiting employee's performance.

2.2.3.2 Coaching

Coaching has become of the important methods to improve performance (Champathes, 2006). Coaching may not be a one way communication and proves to be a two way communications where coaches identify what can be improved and ways in whichit can be improved. Also,Toit (2007) observed that coaching addresses the belief and behaviors that hinder performance. To Starr, (2004) it is all about helping someone else to improve performance.

2.2.3.3Empowerment

In 1999, Duvall defines success as achievement, accomplishment and attainment which is consequence of empowerment. According to him, individual success in form of employee's role performance; Organizational success which is achieved as members of the organization accomplish collective organizational goals and objectives, and as organizational members share a mutually beneficial and satisfying work experience meeting both social and personal growth needs. Furthermore, Bartram and Casimir(2007) documented that empowerment had significant positive correlations with both performance and satisfaction. And more specifically empowerment was more correlated with the in-role performance of followers than with satisfaction with the leader.

2.2.3.4 Motivation

Motivation is one of the key determinants of job performance and a poorly motivated workforce will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements' time (Jobber, 1994). As Green (2000) has described motivation to be proactive in the sense of dealing with employees who are high performers to maintaintheir performance. While dealing with low performers, motivation is a prerequisite in order to turn their low productivity into high productivity.A motivated workforce is essential because the complete participation of employees will certainly drive the profitability of the organization (Carlsen, 2003). Motivation is believed to be the educating of employees to channel their efforts towards organizational activities and thus increasing the performance of the said boundary spanning roles (Darmon, 1994). According to Denton (1991), a motivated workforce will lead to greater understanding, acceptance, commitment to implementation, understanding of objectives and decision making between management and employees.

2.2.3.5 Participation in Management

Chen and Tjosvold research in 2006 revealed that participation in management is about involving employees in the decision making process where the employees feel that they have the opportunity to discuss problems that affects them and influences organizational decisions. The effect of participation is rise in employee job performance and low turnover. Carrel, Kuzmits and Elbert, (1989) opined that employee will be motivated because management considers them as partners in contributing to the success of the organizational instead of beingseen as mere workers or subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives.

2.2.3.6 Organizational Culture

Organizational culture is the mindset of people that distinguishes them from each other,within theorganization of outside the organization. According to Schein(1990), Organizational culture is a common value and behavior of the people that are considered as a tool leading to the successful achievement of organization goals. This culture according to Hofstede(1991) includes values, beliefs, and behaviors of the employee's difference from the other organization. Similarly, Stewart (2010) noted that norms and values of organizational culture highly affect on those who are directly or indirectly involved with the organization. These norms are not visible but have a great impact on the performance of employees and profitability of the organization. Academics, researchers and practitioners have argued that the performance of an organization is dependent on the degree to which the values of the culture are widely shared (Peters & Waterman, 1982).

2.2.3.7 Working Environment

Higher job satisfaction and lower intentions to leave were found for those individuals whose work environment is characterized by the creative requirements of jobs. According to Janssen and Van Yperen (2004), enhancing the creative performance of employees has been recommended as dire for remaining competitive in a dynamic environment and for enhancing the overall innovations of an organization.Working environment can be divided into two components namely physical and behavioral components. While the physical environment consists of elements that relate to the office occupant ability to physically link with their office environment, the behavioral environment consists of components that relate to how well the office occupants associate with each other, and the impact the office environment can have on the behavior of the individual.

2.2.3.8 Training

Training is a planned and systematic activity that results in enhancing the level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). To Swanson (1999), the developing process of employees' skill in order to improve the performance is called training. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Employee competencies change through effective training programs (Wright &Geroy, 2001). Training and development has also been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior, these are as contained in Appiah (2010) and Harrison(2000).

2.3 Concept of Training

Training has over the years been recognized and thus attracted laudable attention by academic writers and this has resulted into a variety of definitions of training. In 1992, Gordon defines training as the planned and systematic changing of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Goldstein (1993) defined training as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment. Robbin and Decenzo (1998) defined training traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior. Training

refers to bridging the gap between the current performance and the standard desired performance (Amir & Amen, 2013).In this context, training involves designing and supporting learning activities that result in a desired level of performance.

2.3.1 Methods of Training

Kanu(2015) identified two major training methods to includes on-the-job training and off-of-the job training. According to Kanu, on-the-job training involves learning through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. The effectiveness of training depends on the methods and techniques used. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the depth of knowledge required and the trainee's background (Adamu, 2008). Also, in 2011, Ezigbo argued that the method to be adopted depends on whether the training is going to be applied in the employee's current position, future or anticipated position. Though any meaningful management training programme should include assignments and job rotation plans that stretch managers to their limits (Grobler, Warnich, Carrel, Elbert & Hatfield, 2006). Kanu highlighted the following as most commonly used on the job training methods.

2.3.1.1Apprenticeship

Apprenticeship is a system of training of a new generation of practitioners of structured competency based on set of skills and knowledge (Kanu, 2015). It ranged from craft occupations or trades to those seeking a professional license to practice in a regulated profession. Apprenticeship training provides an individual with the knowledge and skill in doing a craft or a

series of related task (Ezeigbo, 2011). Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continuing labour for an agreed period (say 4-6 years) after they have achieved measurable competencies.

2.3.1.2Coaching

Coaching is a one-to-one training which is a relatively new field in management training delivery, and it is not widely researched (Wilkins, 2000). The trainee is under a particular supervisor who functions as a coach in training the individual. The supervisor provides feed back to the trainee on his performance and offers him some suggestions for improvement. This on the job method of training according to Adamu (2008) helps in quickly identifying the weak areas and tries to focus on them. He further asserted that it offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles.

2.3.1.3Mentoring

The focus in this training is on the development of attitude. It involves providing an employee with an experience manager to oversee employee's learning experience. Kanu (2015) noted that it is used for managerial employees; the mentor provides advice and instruction but he is not performing the job with the employee as in on – the – job training. Mentoring is always done by a senior inside person. Mentoring is always done by a senior inside person. It is also one – to – one interaction, like coaching (Grobler, et al., 2006).

2.3.1.4Job Instructional Technique (JIT)

It is a step by step (structured) on the job training method in which a suitable trainer prepares a trainee with an overview of the job, its purpose, and the results desired. The trainer demonstrates the task or the skill to the trainee, allows the trainee to show the demonstration on his or her own

and follows up to provide feedback and help to the trainee. Kanu (2015) explained further that the trainees are presented the learning material in written or by learning machines through a series called frames.

On the other hand, off-the-job training methods are conducted in separate from the job environment, usually study materials are supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Kanu, 2015). Important off-the-job methods include the following:

1. **Lectures and Conferences**

Lectures and conferences are the traditional and direct method of instruction. It is a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees (Kanu, 2015). The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2.**Vestibule Training**

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop. This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. Simulation exercises is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training. Management games where properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time

management, to make decisions lacking complete information, communication and leadership capabilities. Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting. A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees enjoyment of the topic and hence their desire to learn. Role Playing: Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. It emphasizes the real- world side of science and challenges students to deal with complex problems with no single "right" answer and to use a variety of skills beyond those employed in a typical research project. In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context and roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment.

3.**Sensitivity Training:**

Sensitivity training is also known as laboratory or T-group training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility (Wilkins, 2000). It is ability of an individual to sense what others feel and think from their own point of view. The purpose of sensitivity training is to make employees more aware of their own behaviour and how their behaviour is perceived by others. It also increases the participants' awareness and acceptance of the differences between them. In

terms of this type of training, small groups of eight to fourteen individuals who are strangers to each other are usually grouped together and assisted by a trainer. During the discussion, employees discuss themselves, their feelings, and the group process (Grobler, Warnich, Carrell, Elbert &Hatfeld, 2006).

2.3.2 Importance of Training

As scholars and research experts in the field of human resource management continue with their quest into the training research area, they also continue their arguments into its benefits. For example, Beardwell, HoldenandClaydon (2004) argued that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They further added that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development. However, it is worthy of note that the main purpose of training is to develop and improve knowledge, skills and attitudes or behavior towards work related tasks.

Most workers have certain weaknesses in their workplace, which some time hindered them from giving the best services. Training assists in eliminating these weaknesses, by strengthening workers skills and giving them confident and self efficacy. A well organized development program helps employees gain similar skills and knowledge, thus bringing them all to a higher uniform level and update their understanding. This simply means that the whole workforce is reliable, so the company or organization does not have to rely only on specific employees.

A properly trained employee becomes more informed about procedures for various tasks. The worker confidence is also boosted by training and development (Kanu, 2015). To him, this confidence comes from the fact that the employee is fully aware of his/her roles and responsibilities. It helps the worker carry out the duties in better way and even find new ideas to incorporate in the daily execution of duty. Kanu further noted that a well organized training and development program enableworkers constant knowledge and experience. Consistency is very vital when it comes to organizations or company's procedures and policies. This may includes administrative procedures, ethics during execution of duty and strict adherence to standard rules and regulations.

Also, Adeniyi, (1995) is of the opinion that for every employee to perform well there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. A number of important benefits are associated with training; Cole (2001) identified the following benefits as below:

1. Lower cost of production as trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
2. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.
3. Training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

4. Help to improve the availability and quality of staff.
5. Increases morale,employees confidence and motivations
6. Trainingbrings a sense of security at the workplace which in turn reduces labor turnover and absenteeism.

Impliedly, the aforementioned benefit of training would aid public secondary school teacher in the discharge of their responsibility.

2.4 Training and Employee Performance

Studies have link training with employees' performance. Owens (2006) studied the association between training and organizational results and discovered that to be true. The study by Owens theorized that employee's in training initiatives will account higher levels of commitment and will be less likely to consider turnover. The research confirmed the theory that training positively impacts on turnover and commitment which in turn boosts employee performance.

Diamantidis and Chatzoglou (2014) examined the medium to long-term effect of training programs on firms by means of an integrated research model combining the principal factors that the existing literature has shown to be related to training transfer and also by examining the relationship between training transfer and performance. The transfer factors chosen in the study included the training design, trainee self-efficacy and work environment. The validity of this model was tested by applying the structural equation modeling approach to data from 126 employees who have participated in various training programs in a number of Greek organizations. The results indicate that the design of a training program has the strongestimpact on post-training job performance, along with trainees'self-efficacy and post-training behavior. In addition,Shaheen, Naqvi and Khan (2013) focused on visualizing the importance of training for school teachers at the district of Kotli Azad Jammu and Kashmir Pakistani, in analyzing its

relationship between training and teachers' performance. They found out a significant and positive association between training and organization performance.

In 2010, Ghannam studied the impact of training on the performance of the employees in the Palestinian insurance sector, the result of the empirical work indicated that a positive relationship between the training and performance, and the external training is the best training procedure. The study also found that there is positive effect of training on the organizational commitment of employees in the insurance sector in Palestine. Many other scholars and practitioners in addition to Owens have had similar research findings. Hence when employees are trained, they perform their duties with full honour and dedication, they become fully loyal with (Asim, 2013).

Amir and Amen (2013) in their work, studied effect of training on employee performance, the study revealed a positive impact of training on employees performance. The study noted further that effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. Similarly, Bashir and Ramay (2008) investigated the effect both training and workplace education programs can have on various organizations. The study encompassed an examination of several outcome factors that may be accomplished through training. The study realized that training and development does not only positively effect on productivity, motivation; satisfaction, absenteeism but employee performance as well. Researchers corroborate that although training can positively impact commitment, simply providing training to employees is inadequate.

Palo and Padhi (2003) describe training practices as the exercise of bestowing workers with skills andstrengthening their capabilities in their performance. However, Karia (1999) have faith

in that availability of suitable training build-up time; enhance productivity and consequently employee efficiency which is important for improving employee performance.

In Malaysia, Al-mzary, Mohammad, Mohammed and Eid ((2015) examined the attitudes of administrative leaders and administrative employees concerning the training courses provided, as well as the impact of training on employee job performance at Yarmouk University in Jordan. The study was carried out at a Malaysian small and medium enterprise (SME). Using a sample of 120 employees and T-test statistic, the results indicated that there is relationship between training and employees' job performance. Whereas in Nigeria, Falola, Osibanjo and Ojo (2014)examined the effectiveness of training and development on employees' performance and organization competitive advantage in the Nigerian banking industry. Descriptive research method was adopted, a sample of 223 and using simple random sampling technique. The study utilized descriptive statistics to represent the raw data in a meaningful manner and the results show that strong relationship exists between training and development, employees' performance and competitive advantage. They recommended that bank management should not relent in their quest to train their staff to develop new ideas that will keep improving and retaining employee performance.

Hafeez and Akbar (2015) investigated the impact of training on employee performance in Pharmaceutical Industry in Karachi Pakistan, A survey research design was utilized and 356 randomly selected employees participated in the study. SPSS 19 is used to perform reliability, descriptive, correlation and regression analysis. The analysis shows a positive significant relationship between them and the results reveal that the more the employee gets training, the more efficient their level of performance would be. The study recommended that companies should evaluate 'evaluate training programs to guarantee that they are meeting employee desires

because it is of crucial worth as it aid in guarantee the success of the training course, training need analyses ought to be done so the companies can completely attain training objectives. Consistent to Hafeez and Akbar) findings in Pakistan are Ghafoor, Furqan and Muhammad (2011) and Hameed (2011), both of which found significant positive correlation between training and employees performance and this was further supported in Khanfar (2011), Farooq and Khan (2011), Batool and Bariha (2012) and Muzaffar, Salamat, and Ali (2012).

In Kenya, James and Daniel (2014) assessed the effect of the training on the performance of staff in the public health institutions. The target population was the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within Siaya County. The study used data collected through administration of both open and close ended questionnaires. The researcher took a sample size of 20% giving a sample size of 56 respondents, employing a stratified sampling technique. The results of the regression from SPSS From showed there is a strong positive relationship between training of employees and performance. Also in Kenya, Alice(2014)investigated the relationship between training and performance in the MFIs narrowing down to attitude, service delivery and job satisfaction. Questionnaires were used by the researcher in data collection. Quantitative data was analyzed by editing, coding and grouping the information into relevant themes. The study made used descriptive statistics to analyze the The research has confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight. The result is inline consistent with modern scholars who recommend for training to develop positive attitudes at work place, to increase efficiency and effectiveness in service delivery and improve job satisfaction of the employees

Similarly, Nkosi(2015) examined the effects of training on employee commitment, retention and performance in a Local Municipality situated in Mpumalanga Province, South Africa. Based on convenience sampling method, a total of one hundred and thirty employees were selected and participated in the study. The study utilized structured questionnaire in a likert scale format to gather data on training, employee commitment, retention and performance. Data was analysed using SPSS statistical package. The findings derived from multiple regression analysis using the ordinary least squares regression technique confirmed that training has a significant effect on employee commitment, retention and performance enhancement within the local municipality examined.

2.5 Concept of Self Efficacy

Bandura (1977) defined self-efficacy as the expectations that people have about their abilities to achieve or discharge their desired behaviors and to impact their environment successfully. Self-efficacy is a person's belief that he or she is capable of performing a particular task successfully. To Brockner (1988) and Kanter(2006), self-efficacy is a kind of self-confidence or a task-specific version of self-esteem. According to Bandura, self-concept reflects people's beliefs in their personal efficacy. There are a number of factors that influence an individual's general outlook on life and these may includesself esteem andself concept. Carson, Breier, Saunders, schmall, PickarandEckelman(1997) also suggested that self efficacy may be related to task based self esteem. In developing and building self esteem, employees are able to increase their strength especially in cases frustrations and get self-confirmation (Tjosvold&Tjosvold, 1995). Hence, it can be noted that self efficacy plays a vital role in modifying and affecting an individual's behavior.

2.5.1 Sources of Self Efficacy

Bandura identified major sources of self-efficacy toincludes past performance, vicarious experience, verbal persuasion, and emotional cues.

1. **Past Performance**

Bandura asserted that performance in the past is the most important source of self-efficacy. He further reiterated that employees who have succeeded on job-related tasks are likely to have more confidence to complete similar tasks in the future than employees who have been unsuccessful. Managers can stimulates self-efficacy through careful hiring, providing challenging assignments, professional development and coaching, goal setting, supportive leadership, and rewards for improvement.

2. **Vicarious Experience**

A second source of self-efficacy is through vicarious experience. Observing a co-worker succeed at a particular task may increase your self-efficacy. Vicarious experience is most effective when you observe yourself as similar to the person you are modeling. According to Lunenburg (2011), one best way for a leader to utilize verbal persuasion is through the Pygmalion effect. This according to him is a kind of a self-fulfilling prophesy in which believing something to be true can make it true.Lunenburgalso noted that research has indicated that when managers are confident that their subordinates can successfully perform a task, the subordinates perform at a higher level.

3. **Verbal Persuasion**

Verbal persuasion involves convincing people that they have the ability to succeed at a particular task. The best way for a leader to use verbal persuasion is through the Pygmalion effect. The Pygmalion effect is a form of a self-fulfilling prophesy in which believing something to be true can make it true.

4. **Emotional Cues**

Lastly, Bandura argues that emotional cues dictate self-efficacy. A person who expects to fail at some task or finds something too demanding is likely to experience certain physiological symptoms: a pounding heart, feeling flushed, sweaty palms, headaches, and so on. The symptoms vary from individual to individual, but if they persist may become associated with poor performance.

Self-efficacy has been related to other motivation theories. In 2002, Edwin Locke and Gary Latham suggested that goal-setting theory and self-efficacy theory complement each other. When a superior sets difficult goals for employees, this raises employee's level of self-efficacy and also leads them to set higher goals for their own performance. According to Locke and Latham, studies have shown that setting difficult goals for people communicates confidence. For example, suppose that a principal sets a high goal for the subordinate, a goal higher than the ones set for other colleagues. How would such subordinate interpret this? He/she would probably think that the principal believes in him/her and he/she is capable of performing better than others. This sets in motion a psychological process in which the subordinate would be more confident in himself/herself (higher self-efficacy) and then set higher personal goals causing him/her to perform better. Vroom (1964) also stated that self-efficacy also may be related to effort-performance relationships in expectancy theory (Vroom).

2.6 Self Efficacy and Employee's Performance

Yeo and Neal (2006), suggested that self-efficacy relates to performance because it influences both the activities that people pursue and how much effort they allocate to these activities.

Recent theories and empirical studies have begun to aim at the role of self-efficacy in performance accomplishment. For example, Iroegbu(2015) observed that people with strong self-

efficacy beliefs enhance theiraccomplishment and personal well-being in many ways.People with a strong sense of personal abilities in adomain approach difficult task in that domain as challengesto be mastered rather than as dangers to be avoided; havegreater intrinsic interest in activities, establishes challenging goals andmaintain a significant commitment to them, enhancing their efforts in the face of failure, more easily recover their confidence after failures or setbacks and attribute failure to insufficienteffort or deficient knowledge and skills which they believethey are capable of acquiring. High self-efficacy helps createfeelings of serenity in approaching difficult tasks and activities.However, people with low self-efficacy may believe thatthings are tougher than they really are, a belief that fosters stress, depression and a narrow vision of how best to solve a problem. As a result of these influences, self-efficacy beliefs are strong determinants and predictors of the level of accomplishment that individual finally attain. For these reasons, Bandura had made strong claim that beliefs of personal efficacy constitute the factors of human agency while, self-efficacy in general refers to one's confidence in executing courses of action in managing a wide array of situations. Work self-efficacy assesses workers' confidence in managing work place experiences. The idea underpinning this is that individuals with higher work self-efficacy are more likely to look forward to and to be successful in work place performance. Similarly, Lunenburg (2011) posited that self-efficacy influences the tasks employees choose to learn and the goals they set for themselves. Self-efficacy also affects employees' level of effort and persistence when learning difficult tasks.

Lai and Chen(2012)studied self-efficacy, effort, job performance, job satisfaction, and turnover intention: the effect of personal characteristics on organization performance in Taiwan, using a convenient sample of 616 automobile sales people, the result of their structural equation modeling (SEM) showed that Self-efficacy has a positive effect on job performance.

In 2013, Ajala investigated whether Self- efficacy has anything to do with industrial employees' training, performance and well-being in Nigeria industrial settings. About 274 respondents took part in the study. Data were analyzed with t-test statistic and the finding revealed that workers with high self-efficacy are higher performers of assigned duties than those with low self – efficacy, workers with high level of self-efficacy are more amenable to training than those with low level of self – efficacy and workers with high self-efficacy are better in their well-being than those with low self – efficacy.

Results from empirical studies, however, have been inconsistent, for example Manessah, (2015) in his examination of previous studies on the relationship between Self Efficacy and Work Performance using Albert Bandura's social cognition theory as a theoretical framework, revealed that findings have been varied with some studies having a positive relationship between self-efficacy and work performance, some a negative relationship and some no relationship between the variables. The study further discovered that though self efficacy has implication on work related performance but not without some intervening variables. This finding is in line with Judge, Jackson, Shaw, Scott and Rich (2007) who noted that the relationship between self efficacy and performance is moderated by individual differences. LaForge-MacKenzie and Sullivan (2014) also examined the relationship between self-efficacy and performance within a continuous educational gymnastics routine in Canada and revealed that self-efficacy was not a significant predictor of performance, nor was performance a significant predictorof self-efficacy Similar findings were noted in Cho (2013), Choi (2005) Chowdury and Shahabuddin (2007) where in their studies they concluded that Generalself-efficacy failed to significantly predict performance of employees at work.

However, different from what is noted above, some studies suggested that high levels of self-efficacy may impair performance. This was noted by Vancouver and Kendall (2006) and Vancouver, Thompson, Tischner and Putka, (2002). In line with the majority of the existing literature, Vancouver et'al agrees that there is a positive influence of performance on self-efficacy, because successful past performance enhances personal efficacy beliefs. He also recognizes that higher self-efficacy leads to higher goal setting. On the other hand, Vancouver et'al. also claims that self-efficacy could have no or even a negative effect on performance. Vancouver *et'al*studies utilized the concept of perceptual control theory as a framework. Schmidt and DeShon (2010) clarified these findings by demonstrating that performance ambiguity influences the self-efficacy – performance relationship. According to them, Self-efficacy was inversely related to subsequent performance when the performance was highly ambiguous. When performance ambiguity was low, self-efficacy related positively to performance. Some authors have found that high levels of self-efficacy may actually undermine job performance because participants become overconfident and consequently allocate fewer resources to reach their goals (Vancouver et al., 2002). Given that job performance is arguably one of the most important outcomes in Industrial.

Furthermore, in 1995, Cervone and Wood found that self-efficacy has a direct positive relationship with performance only when participants weregiven an overall goal and specific feedback about that goal. This supported the assumption of Verhaeren, (2012) who noted that self-efficacy may not always have a beneficial effect on subsequent performance.To Richard, Diefendorff and Martin (2006), the negative impactof self-efficacy on performance may be particularly evident under conditions where an employee must choose between engaging in or withdrawing from a work activity,rather than in situations where the goal is already outlined. We

can therefore state here that although employees may have high sense of belief in his or her abilities but its impact on performance may be dependent upon whether or not such employee is ready to execute or committed to the execution of the assigned duties.

2.7 Concept of Organizational Commitment

Organizational commitment remains a much more debated construct that has been conceptualized and measured differently. In general terms, organizational commitment can be thought of as the level of attachment felt toward the organization in which one is employed. A useful description of organizational commitment is presented by Meyer and Allen (1997), who suggest that a committed employee is one who will stay with the organization through thick and thin, attends work regularly, puts in a full day (and maybe more), protects company assets, and who shares companygoals.

According to Lok and Crawford (2004), organizational commitment can be viewed from behavioral and attitudinal perspectives. While behavioral commitmentis concerned with the process by which an employee becomes part of a particular organization and appropriatebehavior exhibited by the employees of such organization (Meyer & Allen, 1991), attitudinal commitment is concerned with the relationship between an employee and the organization, and theextent to which the employee and the organization share the same goals and values (Meyer & Allen 1991). They identified three dimensions in organizational commitment and they are affective commitment, continuancecommitment, and normative commitment. This study only looks into affective commitmentbecause affective commitment is the strongest predictor of employee performance compared to continuance or normative commitment (Meyer, Stanley, Herscovitch, &Topolnytsky, 2002). Affective commitment is employee's emotional attachment to, identificationwith, and involvement in the organization (Meyer & Allen 1991).

Organizational commitment is defined as the psychological readiness and internal desire for working in the organization, it is also the readiness to make the utmost possible effort for the benefit of the organization and cravings stay in the organization through extra extensive effort for the sake of the success of the organization and achieving its goals (Harrries, 2003).

Irrespective of these divisions between behavioral and attitudinal commitment, measures of organizational commitment on the basis of attitudinalperspective have been most frequently validated and used in previous research (Lok& Crawford, 2004; Meyer& Allen, 1997). Based on attitudinal commitment, Mowday, Steers and Porter (1979) viewed organizational commitment as the relative strength of an individual's identification with, and involvementin a particular organization. To them, it can be characterized by three related factors: a strong belief in and acceptanceof the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization. Lok and Crawford (2004) argue that Mowday, Porter and Steer (1982) conceptualization of organizational commitment is consistent with the attitudinal perspective.

2.7.1 Dimensions of organizational commitment

Basically there are two dominant theories that focus on a multidimensional measure of commitment (Meyer & Allen, 1984), the approach used by Meyer and Allen has been the primary conceptualization of organizational commitment since its development. The study carried out by O'Reily and Chatman (1986) raises the idea that organizational commitment should be studied for associations to other workplace outcomes. with a two-component scale that captured the affective component of commitment as well as continuance commitment and later adding a third component labeled normative commitment, Allen and Meyer's (1990) three component model of organizational commitment has been the industry standard for over two

decades. According to Allen and Meyer, organizational commitment is a psychological force that binds employees to their organization and makes turnover less likely. Meyer, Stanley, Herscovitch and Topolnytsky (2002) noted that high levels of commitment also contribute to the performance of required job tasks and organization citizenship behaviour. According to them commitment results from qualitatively different mindsets, it is a multidimensional construct. In line with this assessment, organizational commitment is commonly conceptualized as encompassing three forms: affective, normative, and continuance.

1. Affective Organizational Commitment

Affective commitment (AOC) involves an emotional attachment to, involvement in, and identification with one‘s organization, all of which are based on a desire to belong. Affective organizational commitment arises from the perception of positive social exchanges between the employee and organization. These exchanges are typically based on ones perceptions of support (Shore, Tetrick, Lynch, & Barksdale, 2006) justice and fairness (Cohen-Charash& Spector, 2001). According to Meyer et al. (2002) and Mercurio (2015), affective commitment is the most widely studied dimension of commitment because it tends to be the best predictor of work criteria such as job performance and withdrawal relative to the other commitments.

2. Normative Organizational Commitment

Normative commitment derives from a perceived obligation to maintain membership, which is grounded in a sense of morality. Normative organizational commitment is thought to result from early socialization experiences with one‘s culture and family. Like affective organizational commitment, it has been found to relate favorably to many work attitudes and behaviors. The high correlations that have been observed between affective commitment and normative commitment have, however, led some researchers to question the usefulness of normative

commitment (Cohen, 2007). In spite of this, research still work with the distinct nature of them (Meyer et al., 2002).

3. Continuance Organizational Commitment

Continuance commitment is derived from the perceived costs of leaving, loss of desired investments and few job alternatives. Paralleling the social exchanges that underpinned affective organizational commitment, continuance organizational commitment is linked to employee–organization economic exchanges (Shore et al., 2006). The foundation of concept of continuance organizational commitment by was initially laid Becker (1960) with his side-bet theory. According to the theory, commitment results from the accumulation of economic investments or side-bets that would be lost if the employee discontinued membership in the organization. This theory was later labeled continuance organizational commitment by Meyer & Allen (1984).

However, in 2002, Meyer et'al.documented that both affective commitment and normative commitment are related to work criteria (e.g., task performance and satisfaction) but continuance commitment is typically unrelated or negatively related to desirable work criteria (e.g., task performance and satisfaction. Interestingly, there is increasing evidence that continuance commitmentencompasses more than one dimension (Taing, Groff, Granger, Jackson, and Johnson, 2011). Tainget'alargued that continuance commitment is comprised of two dimensions: economic exchanges and few alternatives. These two dimensions to Johnson, chang and Yang (2010) are distinguishable based on their underlying approach and avoidance motivations. A commitment-economic exchange is viewed by Johnson et'al(2010) as commitment that develops when an employee perceives desirable economic exchange opportunities at their current job. In contrast, few alternatives is considered as commitment that develops when an employee feels a sense of being trapped in their current position. The difference between few alternatives and

economic exchanges has proven vital as they are differentially related to work attitudes and task performance (Tainget al. 2011). In general, affective commitment, normative commitment and continuance commitment based on economic exchanges tend to be positively related to favorable attitudinal and behavioral outcomes (e.g., job satisfaction and citizenship behaviors), whereas continuance commitment based on few alternatives is weakly related or, in some cases, negatively related to such outcomes (Taing et al. 2011).

2.8 Organizational Affective Commitment as a Moderator

Generally, a moderator is a qualitative or quantitative variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable (Baron & Kenny, 1986). Moderator variables are typically introduced when there is an unexpectedly weak or inconsistent relation between a predictor and a criterion variable. In this study, Organizational affective commitment is proposed as a moderator because there are inconsistent findings regarding the relationship between training and performance and self efficacy and performance. Prior studies (Jomo, Jomo & Kihoro, 2015; Naiemah, 2017; Namasivayam & Zhao, 2007; Naz & Gul, 2014; Turhan & Serdar, 2016) have utilized organizational affective commitment as an contingent variable in the relationship between various organizational outcomes and their antecedents. In 2014, Naz and Gul investigated the moderating role of organizational affective commitment on the relationship of communication satisfaction and turnover intentions. A sample of 120 nurses was taken from government and private hospitals of Rawalpindi and Islamabad. Results revealed that communication satisfaction with co-workers, supervisors, and upper management has negative relationship with turnover intentions. It was also revealed that organizational affective commitment significantly moderates the relationship between communication satisfaction and turnover intentions.

Jomoet'al. examined the relationship between high performance work practices on organizational performance as moderated by the three element of organizational commitment. The finding was that the relationship between high performance work practices such as training and development, participation and involvement, performance appraisal on organizational performance was moderated by the three elements of organizational commitment such as affective, continuance and normative commitment. Results extended knowledge about strategic human resource management and suggest the need for further studies to identify other possibilities that may attenuate the general application of these valued practices.

Weng and Mcelroy, (2012) studied in particular how employees' organizational career growth is related to voice behavior. Employing theories of social exchange, organization- based self-esteem, and psychological attachment, with six hypotheses pertinent to this relationship, including the mediating role of affective organizational commitment and the moderating effect of gender. The study tested four hypotheses using data from328 employees in Mainland China over three time periods. Positive relationships between the three dimensions of organizational career growth and subsequent voice behavior were found. The results also verified that these relationships are partiallymediated by affective organizational commitment and partially moderated by gender.

Ng and Feldman, (2009) investigated organizational tenure as a moderator in the relation between affective organizational commitment and organizational citizenship behavior (OCB). The study observed that, across 40 studies of 11,416 respondents, the effect size for the relation between affective organizational commitment and non-self measures of OCB was .23. However, the study further revealed that organizational tenure moderated the relation in a non-linear way. Before 10 years of tenure, the strength of the commitment–OCB relation increased as

organizational tenure increased; after that point, the strength of the commitment–OCB relation decreased as organizational tenure increased. In short, the moderating effect of tenure follows a curvilinear pattern.

Similarly, Namasivayam and Zhao (2007) examined the relationships among work–family conflict, organizational commitment and job satisfaction in a hotel setting. The study responded to calls in the literature to explore organizational constructs in international settings, data were collected from the employees of a large independently owned and operated hotel in India. The study revealed that employees' affective commitment moderates the effects of work family conflict on Job satisfaction. In support of this, Rama and Barusman (2014) determine the influence of job satisfaction and organizational justice on officer's organizational citizenship behavior at Regional Office of the Directorate General of Taxes (DGT) of Bengkulu and Lampung with organizational affective commitment as moderator. The study sample was158 officers taken by simple random sampling technique. The research data were obtained by using survey methods and were analyzed by Structural Equation Modeling (SEM). The results showed that organizational commitment as moderator which fitted with the theoretical model.

However, Turhan and Serdar(2016) assessed the relationship between work alienation, organizational commitment and formalization and organizational commitment as a moderator among employees from a variety of companies of service sector in Istanbul, Turkey. The model of the research is cause and effect. The study adopted questionnaire to collect data and the results of the hierarchical regression showed that the three variables were significantly correlated with each other. Despite the significant effect of formalization on commitment and commitment's effect on alienation, it was found that commitment did not have a moderating effect on the relationship between formalization and work alienation. In related findings, Naiemah(2017)

documented an insignificant moderation of organizational commitment on the relationship between organizational justice employees' turnover intention. The study investigated the role of organizational affective commitment as a moderator in the relationship between organizational justice and organizational citizenship behaviour towards employees' turnover intention in Malaysia. Using data gathered through survey method from 175 respondents in one of the public educational institution in the Northern region of Malaysia. The result presented showed a negative interaction between organizational commitment and Organization citizenship behavior towards employees' turnover intention.

In line with the above studies, María, Daniel and Raquel(2014) noted that few papers have studied empirically whether the relationship between training and performance is moderated or mediated by other variables. One of them is the research of Ahmad and Schroeder (2003). According to them, training in job related skills have an indirect effect on operations performance through its effect on organizational commitment. Availability of effective training for employee triggers organizational commitment moral and eventually results in improve performance.Gelade and Ivery (2003) provide evidence that work climate mediates the relationship between training and the unit performance. However, Bhatti and Qureshi (2007) noted that despite the considerable training expenditure in most public sector establishment and institutions, employee commitment continues to dwindle, staff voluntary turnover still exist and employee performance continues to deteriorate. These conflicting views call for further examination of the organizational commitment role in training and performance relations.

Dysvik and Kuvaas (2008) noted that despite the strong assumptions that workplace training influences employee outcomes (such as motivation, commitment, and withdrawalbehavior and work performance), there is a limitednumber of studies in field settings addressing these issues

empirically. This position was further supported by Burgard and Görlitz (2011) who argued that non-monetary returns to training are less often examined in the empiricalliterature. Similarly, Agyemang and Ofei (2013) argue that despite employee engagement and employee commitment and their determinants received a great deal of attention in the last decade in academic circles, the concepts remain new with relatively little academic research conducted on them especially in Sub-Saharan Africa.

Although the focus of the present study is organizational commitment as a moderator variable, previous research has also considered organizational commitment as a variable that influences training. More specifically, greater organizational commitment has been found to influence motivation for participation in training (Tannenbaum, Mathieu, Salas, & Cannon,1991) and levels of participant knowledge following a training program (McEvoy, 1997).

Furthermore most studies on the subject of training and how it impacts on employee and organizational performance are majorly confined to the developed world within the context of individual countries and organizations raising the question on whether their findings can begeneralized to other sectors, countries and the developing world.

Also, Self-efficacy theory is generally regarded as one of the major significant theories in social cognitive or social learning research (Beatti, Lief, Adamoulas, & Oliver, 2011). It has been observed that self-efficacy has a direct impact on behavior. For example, individuals with high self-efficacy show greater commitment to their work (Lee &Bobko, 1994), makes good progress in the attainment of goals (Sheldon &Kasser, 1998), and exhibits high levels oftask engagement (Walker, Greene & Mansell, 2006). In addition to this, Chase (2001) added that such person chooses goals that are challenging for them and difficult to achieve and their efforts to achieve

such goals are deliberate and intensified when goal progress are threatened (Peake &Cervone, 1989).Self-efficacy beliefs also provide people with perceived control over their environment. These beliefs reflect a person's potential to comprehend situations and assess their capability to execute strategies for the accomplishment of desired goals (Bandura, 1977).

Contrary to the findings above, some studies have found a weak relationship between the self efficacy and performance. Wilhite (1990) found that college students' self-assessment of memory ability was the strongest predictor of their GPA, followed by locus of control. To him, self-efficacy showed a weak relationship. Efficacy judgments were assessed using a global self-concept measure. Smith, Arnkoff, and Wright (1990) tested the predictive power of three theoretical models on the academic performance of college undergraduates. The researchers concluded that, although variables within each model predicted performance to some degree, self-efficacy was a weak predictor.

In addition to these weak results, some studies have also documented inverse relationship between self efficacy and performance. Vancouver, Thompson, and Williams (2001) proposed that self-efficacy can in some cases have a negative relationship with performance. According to them, a reason for the negative self-efficacy effect relates to goal discrepancy. That is, an increase in self-efficacy typically allows one to set more challenging goals, which creates a goal discrepancy (the difference between one's current state and one's desired end state). However, if individuals believe they are making more progress than is necessary to meet such goals (due to high efficacy beliefs), then they may reduce their efforts toward goal pursuit. Powers (1991) noted that individuals with high self-efficacy may invest less effort in achieving their goals than individuals with low efficacy beliefs. In testing this proposition; Vancouver et al. (2002) found a

negative relationship between self efficacy and performance across four studies using an analytical task at a within-person level of analysis.

Numerous studies have further tested Van-couver et al.'s (2001) initial research findings (Beattie, Woodman, Fakehy, & Dempsey, 2016). In 2013, Sitzmann and Yeo found that out of 38 published and unpublished studies, one third revealed null effects, one third revealed negative effects, and one third revealed positive effects between self-efficacy and performance. This is in effect mean no consensus among literatures and justifies an inclusion of a moderator as recommended by Baron and Kenny 1986.Furthermore, Beatties, etal. (2013) stated thus that it is clear that the relationship between self-efficacy and performance is not best explained as a main effect, and it is incumbent on researchers to search carefully for theoretically meaningful moderating variables.

Schmidt and Deshon (2009) the relationship between self-efficacy and performance by the degree of prior success or failure on a current task. They reported that following poor or substandard performances, self- efficacy had a positive relationship with subsequent performance. In contrast, Woodma, Akehurs, Hardy and Beattie (2010) noted that self- efficacy was negatively related to subsequent performance when participants followed a more successful prior performance. , it seems that following successful performance, high levels of self-efficacy may lead to complacency and effort may be withdrawn due to one's beliefs that performance levels may be easily maintained.

Schmidt and Deshon (2010)examined the moderating effect of performance ambiguity, which was manipulated by telling or not telling participants how many solutions there were to an anagram task. They found that self- efficacy had a negative effect upon subsequent performance

when the task was high in ambiguity, and a positive effect when the task was low in ambiguity. However, another form of task ambiguity may more readily explain some of the negative effects shown in previous research, namely performance feedback.

2.10 Theoretical Framework

A number of theories have over the years been developed to explain the relationship between training, self efficacy, organizational commitment and performance. Some of which are reinforcement theory, resource base view of the firm, social learning theory and self efficacy. However, the current study adopted the social learning theory as an underpinning theory for the proposed model.

2.10.1 Social learning theory

The social learning theory was originally outlined in 1963 and further detailed in 1977 by Bandura and walters (Salkind, 2004). The theory explains that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement.

The main assumptions of the theories are:

1. People can learn by observing other's behaviours and the consequences that result
2. Learning can occur without a change in behavior
3. Cognition plays important roles in learning
4. People can have considerable control over their actions and environments
5. Self regulation plays a major role in learning e.g. goals, self observations, self judgment, and self reaction.

In the theory, employees acquire new skills and knowledge by observing other members of staff whom they have self-assurance in and as well believe to be credible and more knowledgeable (Bratton, 2007). The theory holds that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be affected by encouragement, oral persuasion, logical confirmation, observation of others (Kendra, 2008).In social cognitive theory, success experiences raise self- efficacy but repeated failures lower self-efficacy. Moreover, enhanced self-efficacy, secondary to repeated successes often generalizes to new situations (Bandura, 1977). This by implication means that learning improves belief in one's ability to accomplish a given task.

According to Iroegbu(2015), extensive empirical evidence has given strong support to the validity of SLT and to the existence of strong association between task performance, motivation, and self-efficacy. Self-efficacy, a social cognition construct (social learning) which refers to a person's self-beliefs in his or her ability to perform specific tasks, has been shown to be a reliable predictor of both motivation and task performance, and to influence personal goal setting. Thus, this study considered SLT as a most suitable to underpin the research model.

SLT is considered as a most suitable to underpin the research model because SLT focuses on environmental and cognitive factors that interact in order to impact human learning and behavior. The theory opined that individual learn from one another, including such concepts as observational learning, imitation, and modeling (Bandura, 2006). According SLT, New behaviors or improved task performance can be acquired by observing the behavior of others and without actually performing the task and without receiving reinforcement. The theory further SLT stresses the importance of perceived self-efficacy in determining behavior (Bandura, 1977). In Bandura's theoretical framework, the decision to engage and persist in a behavior is

mediated by efficacy expectations and outcome expectations associated with the behavior. Social learning model recognize that learning and performance takes place within a social and organizational context which, in turn, affects the training environment. Furthermore, this training environment leads to the use or non-use of such methods as coaching and fading.

2.9.2 Self Efficacy Theory

Self efficacy is people's perception of their ability to plan and take action to reach a particular goal. Bandura hypothesized that self-efficacy affects choice of activities, effort, persistence, and achievement. Compared with persons who doubt their capabilities, those with high self-efficacy for accomplishing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level. People acquire information to appraise self-efficacy from their performances, vicarious (observational) experiences, forms of persuasion, and physiological reactions. One's performances offer reliable guides for assessing self-efficacy. Successes raise efficacy and failures lower it, but once a strong sense of efficacy is developed a failure may not have much impact (Bandura, 1986). Bandura (1997) uses the term self-efficacy to refer to beliefs in one's capabilities to organize and execute the courses of action required producing given attainments. According to Bandura, self efficacy beliefs constitute the key factor of human agency. Efficacy beliefs influence the courses of action people choose to pursue, how much effort they put forth in given endeavors, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding, how much stress and depression they experience in coping with environmental demands, and the level of accomplishments they realize. According to Bandura's (1977, 1989) social cognitive theory, individuals evaluate their own experiences and thought processes through self-reflection and through this form of self-referent thought people evaluate

and alter their own environments and social systems. These evaluations include perceptions of self-efficacy.

2.10Research Model

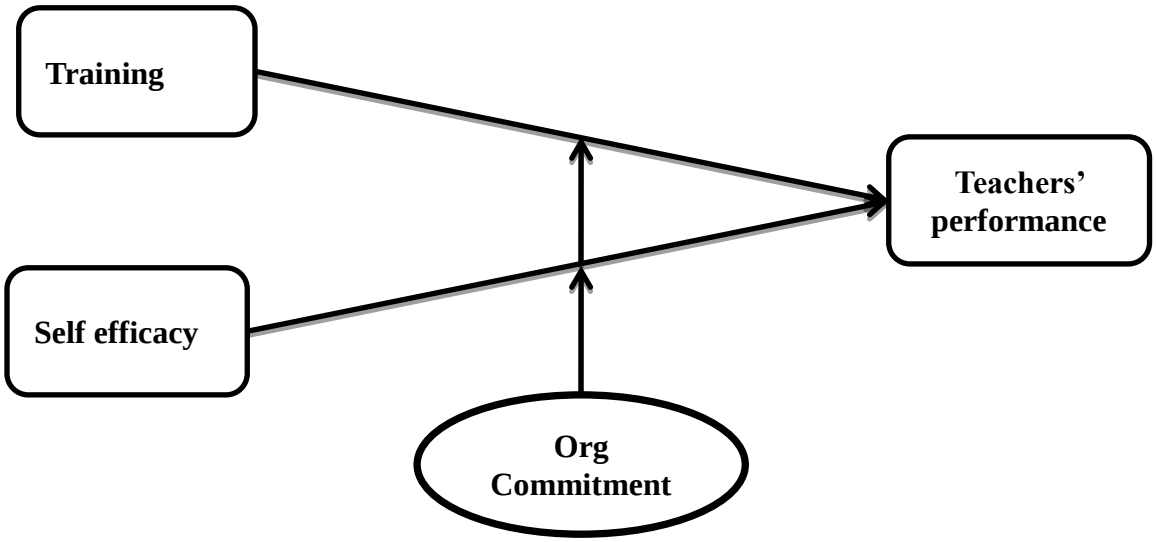


Figure 2.1
Research model

Figure 2.1 above described the research framework of the study. It consisted the independent variables; training, self efficacy; dependent variable, performance. From the figure, a direct relationship between training and employee performance is shown. This means training is associated with performance. Similarly, self efficacy is related with employee performance. The figure further showed that organizational commitment is moderating the direct relationship between training and employee performance and between self efficacy and employee performance.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher discusses the most appropriate methods employed for conducting the present study. After a critical review and relevant considerations, the study proposes the most suitable design to conduct the present survey research. The chapter also determines the population and sample of the study, as well as the instruments and measures that were adapted from some previous studies. More so, the chapter explains how validity and reliability of the measurements will be assessed, how the pilot test has been conducted, as well as the procedure for data collection. Finally, the chapter describes how to check non-response bias, how to perform preliminary and main study data analysis

3.2 Research Design

Research design is the general plan of how you will go about data collection, measurement, and analysis of data on the basis of the research questions of a study. In line with this, the design must be suitable to measure and analyze data based on the research objectives, questions that have been formulated from the research problem.Accordingly, the present study employed quantitative research approach to assess the relationship between self efficacy (SE), training (TR) and teachers' performance (EP) and the moderating role of organization affective commitment (OC). This is because the aim of this study is to test hypothesis and examine the effect of the predictor variables on the outcome variable as well as the moderating effect of the contingent variable on the aforementioned relations. The study is a causal research and it is generally assumed that casual research is a quantitative research. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena.

Survey research design was utilizedto collect data using self-administered questionnaire. However, survey research according to time frame is categorized into cross sectional and longitudinal research. To Sekaran and Bougie (2013), cross-sectional study is a one-shot study that collects data just once upon a time, while longitudinal study is kind of study in which data are collected for two or more times. The cross-sectional research design is more suitable for the study than longitudinal research design because the period of the study under consideration might not be enough for the longitudinal study.

3.3 Population

The population of this study comprises of teachers of all public secondary schools in Bauchi Metropolis.There are 49 public secondary schools in Bauchi metropolis with total of 2443 teachers. This was obtained from the Bauchi state ministry of education Bauchi. Details of this are provided as appendix H attached to this study.

3.9 Sampling Design

3.9.1 Sampling Technique and Procedure

The current study employed probability method to sample some subjects from all the elements in the population. According to Sekaran (2003), Probability sampling can be either unrestricted (simple random sampling) or restricted (complex probability sampling) in nature. Restricted probability sampling designs includes systematic sampling, stratified random sampling, cluster sampling, area sampling, and double sampling. The study employed stratified random sampling to sample participants from each school. Auka, Bosire, and Matern (2013) stated that stratified random sampling ensures that all the groups (categories) are adequately sampled and this facilitates comparison among the groups. The list of schools represents the strata in the sampling frame. In each stratum, samples were taken which were proportionate to the number of teachers

each available in the school. In stratification, the subjects drawn from each stratum can be either proportionate or disproportionate to the number of elements in the stratum. In line with this, the study utilized proportionate sample to draw participants from each stratum.

3.9.2 Sample Size

Survey research allows investigators to estimate with precision the extent to which a population has a particular attribute simply by obtaining data from only a small sample of the total population. Thus, the study utilized Dillman 2007 sample size formula. Dillman provides the following formula for estimating desired sample sizes:

$$Ns = \frac{(Np)(p)(1-p)}{(Np-1)(B/C)^2+(p)(1-p)}$$

Where:

Ns= completed sample size needed (notation often used is n)

Np= size of population (notation often used is N)

P = proportion expected to answer a certain way (50% or 0.5 is most conservative as recommended (Salant&Dillman, 1994))

B= acceptable level of sampling error (0.05 = ±5%; 0.03 = ±3%)

C= Zstatistic associate with confidence interval (1.645 = 90% confidence level; 1.960 = 95% confidence level; 2.576 = 99% confidence level)

$$Ns = \frac{(2443)x(0.5)x(0.5)}{(2443-1)(0.05/1.96)^2 + (0.5)\ x\ (0.5)}$$

$$= \frac{610.75}{2442\ x\ (0.026)^2 + 0.25}$$

$$= \frac{610.75}{1.589+0.25}$$

$$= \frac{610.75}{1.839}$$

$$= \underline{\underline{332}}$$

However, it is possible for researchers to experience low response rate in survey studies. Thus, Groves (2006) recommended that researcher make provisions for non responses or low response rate Thus, in order to reduce the non-response rate, the present study adhered to the Salkind's view for adjusting sample size, which according to Bartlett, Kotrlik and Higgins (2001)is commonly used in survey research. Going by Salkind (1997) view, a sample size could be increased by 40 percent to 50 percent in order to cover off the possibility of lost questionnaires and uncooperative subjects. Thus, the current study increased the sample size by 50 percent as shown below:

$$S = 332 + [(50/100) \times 332]$$

$$S = 332 + (0.5 \times 332)$$

$$S = 332 + 166$$

$$= 498$$

From the computation above, 50% of the sample size is 166, this bring our total sample size to 498.

3.4.3 Respondents

The respondents of this study are teachers of public secondary schools in Bauchi metropolis. This is because teachers themselves are in a better position to provide first hand information about their perception of training provisions in the school, their efficacy belief, commitment to the school as well as their individual performance. The sampled teachers represent the entirepopulation of the study. They confidently filled the structured questionnaire given to them.

3.10 Data Collection Method

Data collection methods are an integral part of research design (Sekaran, 2003) and they includes interviews—face-to-face interviews, telephone interviews, computer-assisted interviews, and interviews through the electronic media; questionnaires that are either personally administered, sent through the mail, or electronically administered; observation of individuals and events with or without videotaping or audio recording; and a variety of other motivational techniques such as projective tests.

This study employed self-administered questionnaire for the data collection. A questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Sekaran, 2003). They are an efficient data collection mechanism when the researcher knows exactly what is required and how to measure the variables of interest.Questionnaires enable collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogutu, 2012). A self administered questionnaire was utilized and this is because both the researcher and the teachers can read and write instead of engaging them in personal interview.

The questionnaire is in five parts. Part one is concerned with respondent demographics. Part two contains the questions on employee performance. Part three consists of items representing training; Part four is on the items measuring self efficacy; part five is on the items measuring organizational commitment.

3.11 Measurement and Instrument

All instruments used in this study were subjected to pilot test and their Cronbach alpha coefficient value are within the range of 0.70 and above which according to Cohen and Swerdlik(2010), Bland and Altman (1997) andDeVellis (2003) are acceptable range.

Table 3.1
Measure of individual performance

Construct	No	Item	Source
Performance	1	I managed to plan my work so that it was done on time.	Koopman (2014)
	2	My planning was optimal.	
	3	I kept in mind the results that I had to achieve in my work.	
	4	I was able to separate main issues from side issues at work.	
	5	I was able to perform my work well with minimal time and effort.	

Source: Koopman (2014)

3.11.1 Performance

Table 3.1 above contained the measure of individual performance. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992). This study takes efficiency and effectiveness as measures of performance. The scale used in this study was adopted from Koopman (2014) individual performance scale. It consists of 5 items also measured in 5 point Likert scale with the Cronbach alpha coefficient value of 0.79 (Koopman, 2014)

Table 3.2

Measure of Training

No	Item	Source
1	My organization provides its employees with good opportunities to undertake in-house job-specific training	Newman, thanacoody& hui, 2011
2	My organization provides a good environment for new recruits to learn job-specific skills and knowledge	
3	My organization provides it employees with good opportunities to learn general skills and knowledge inside the organization which may be of use to me in my future career	
4	My organization provides its employees with good opportunities to undertake general training program and seminars outside of the organization	
5	My organization provides assistance for its employees to take management training and development courses externally at educational institutions	

Source: Newman, thanacoody& hui, 2011

3.11.2 Training

This study utilized perceived access to training scale as shown in table 3.2 above. Ahmad (2003) noted perceived access to training can be thought of as the extent to which employees feel that they have access to the training opportunities required for acquiring the knowledge, skills, and abilities they need for their current position, and that minimal organizational constraints limit their participation in training (Ahmad, 2003).The instrument was adopted from Newman, Thanacoody & Hui, (2011). It is a 5 items scale measured in 5 point Likert scale. The reported Cronbach alpha is .92. (Newman, et al. 2011).

Table 3.3

Measure of individual Self efficacy

No	Item	Source
1	I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.	Schwarzer, Schmitz & Daytner, (1999)
2	I know that I can maintain a positive relationship with parents even when tensions arise.	
3	When I try really hard, I am able to reach even the most difficult students.	
4	I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students'needs.	
5	Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.	
6	I am confident in my ability to be responsive to my students'needs even if I am having a bad day.	
7	If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.	
8	I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.	
9	I know that I can motivate my students to participate in innovative projects.	
10	I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.	

Source: Schwarzer, Schmitz & Daytner, (1999)

3.11.3 Self Efficacy

In table 3.3 above, it can be seen that questionnaires were adopted from general self efficacy scale developed by Schwarzer, Schmitz & Daytner, (1999). The instrument is a 10 items measured in 5 point Likert scale. The reported reliability by Schwarzer et al. (1999) was 0.76.

Table 3.4

Measure of organizational commitment

No	Item	Source
1	I enjoy discussing my school district with people outside it.	Allen & Meyer (1990)
2	I would be happy to spend the rest of my career with this school district.	
3	I do not feel like a part of the family in this school district	
4	I really feel as if this school district's problems are my own.	
5	I do not feel emotionally attached to this school district	
6	This school district has a great deal of meaning for me.	
7	I feel a strong sense of belonging to this school district.	
8	I think I could easily become as attached to another school district	

Source:Allen& Meyer (1990)

3.11.4 Organizational Affective Commitment

Early researchers have considered organizational commitment to be a one-dimensional construct (Mowday et al, 1979 as contained in Ahmad, 2003). However, it is now more widely acknowledged to be multidimensional (Meyer and Allen, 1997). Organizational commitment shares common elements with organizational loyalty, as well as commitment to the work group, supervisor, job, career, and union (Ahmad, 2003). The focus of this study is on employees' affective commitment to the organization, which is noted as being the most maturely developed of the work commitment family of constructs (Morrow & McEvoy, 1993)

The study utilized the affective commitment scale to measure organizational commitment as contained in table 3.4 above. The scale was extracted from Allen and Meyer (1996) organizational commitment scale. Allen and Meyer (1996) reported reliability coefficient of 0.85

Cronbach alpha. The scale was measured in 5 point Likert scale. The current study maintained this scale so as to conform to scale adopted in other constructs of the study.

3.12 Validity and Reliability

Validity and reliability are important concepts in research as they are used for enhancing the accuracy of the assessment and evaluation of a research work (Tavakol & Dennick, 2011), they have different meanings under the different types of research i.e. quantitative and qualitative research (Creswell, 2014).

3.12.1 Validity

Validity is the extent to which any measuring instrument measures what it is intended to measure (Thatcher, 2010). A measurement to be reliable but invalid, however, where a measurement is unreliable, then it cannot be valid (Thatcher, 2010)

Validity test is conducted to determine the accuracy of the items measuring the construct. Though, the study adopted the scale from previous study and they were reportedly validated, and there were no major modifications by the current study to the content of the instruments. Notwithstanding, validation is necessary in the current context. Basically, four validity approaches exist, and these are face validity, content validity, criterion validity, and construct validity. For the purpose of this study, content validity and construct validity were utilized.

3.12.1.1 Content validity

Content validity is the extent to which an empirical measurement reflects a specific domain of content (Thatcher, 2010). For example, in arithmetic operations, the test problem will be content valid if the researcher focuses on addition, subtraction, multiplication and division but will be

content invalid if the researcher focuses on one aspect of arithmetic alone say, subtraction. The instruments were validated by two experts in the field.

3.12.1.2 Construct validity

Construct validity is concerned with the validity of empirical measures and hypothesis testing of theoretical concepts. It is the extent to which a particular measure relates to other measures consistent with theoretically derived hypotheses concerning the concepts that are being measured (Thatcher, 2010). Construct validity can be determined using correlation analysis, factor analysis, and multitrait or multimethod matrix. For the purpose of this study, construct validity is established using both correlation analysis and confirmatory factor analysis. Specifically, the average variance extracted (AVE) was used to measure the convergent validity of the constructs of the study, whereas Fornell and Lacker criterion and cross-loadings were employed for discriminant validity.

3.7.2 Reliability

Reliability refers to the consistency, stability and repeatability of results i.e. the result of a researcher is considered reliable if consistent results have been obtained in identical situations but different circumstances (Twycross & Shields, 2004). It is conducted to ensure the quality of the questionnaire, and guarantee a scale produces consistent results. To determine the internal consistency reliability and validity of all the constructs of this study, composite reliability (CR) and average variance extracted (AVE) were calculated using PLS-SEM algorithm. Therefore, the reliability and stability of questionnaire are determined from the score of each measurement (Hair, Black, Babin, Anderson & Tatham, 2006). Composite reliability (CR) coefficient of 0.70 and above is considered as reliably good (Streiner& Shannon, 1998).

3.13 Pilot Study

In order ascertain the above mentioned validity and reliability of the adapted scales, a pilot study was conducted. A pilot study is a mini-version of a full scale study or a trial run done in preparation of the complete study. Questionnaires were administered to 30 teachers of public secondary schools in Bauchi Metropolis. The following tables showed the reliability and validity values for the pilot test.

Table 3.8.1
Pilot test: Reliability and Validity (n=30)

	Items	CR	AVE
Performance	5	0.763	0.508
Organ commitment	8	0.902	0.541
Self efficacy	10	0.859	0.519
Training	5	0.856	0.545

As can be seen from Table 3.8.1, the reliability analysis for all constructs is achieved because each value is above the critical value of 0.7 as suggested by Hair, Ringle andSarstedt, (2011). Also, the value of AVE for all the constructs is greater than .5 which signifies that convergent validity is met.

Table 3.8.2
Pilot test: Discriminant Validity (n=30)

	1	**2**	**3**	**4**
Performance	**0.713**			
Org commitment	0.299	**0.736**		
Self efficacy	0.631	0.456	**0.720**	
Training	0.240	0.651	0.563	**0.738**

Similarly, the pilot study has also assessed the discriminant validity of the construct using the Fornell and Larcker's (1981). To achieve discriminant validity with this criterion, the square root

of the AVE of each reflective construct should be higher than its correlations with any other construct (Hair, Black, Babin, Anderson, 2014). This is as shown in the table 3.8.2 above.

Table 3.8.3

Pilot test: Loadings

Item	Performance	Org commitment	Self efficacy	Training
EP24	0.665			
EP25	0.410			
EP26	0.898			
EP27	0.615			
EP28	0.496			
OC16		0.563		
OC17		0.819		
OC18		0.754		
OC19		0.918		
OC20		0.630		
OC21		0.787		
OC22		0.550		
OC23		0.779		
TR11				0.837
TR12				0.720
TR13				0.753
TR14				0.686
TR15				0.686
SE1			0.418	
SE10			0.810	
SE2			0.329	
SE3			0.832	
SE4			0.877	
SE5			0.767	
SE6			0.433	
SE7			0.746	
SE8			0.669	
SE9			0.073	

3.9 Technique of Data Analysis

The results of the survey were analyzed using descriptive statistics and correlational techniques. The data gathered were sought and analyzed bystructural equation modeling using partial least square of Smart PLS2. However, the researcher conducted data cleansing and preliminary tests such as missing value analysis, assessment of outliers, Linearity**,** multi-collinearity, normality as well as descriptive statistics among others.

Missing data might represent bias issues. Some people may not have answered particular questions in our proposed survey because of some common issue. In this study, we checked for missing values using frequencies in SPSS. However, where any missing values are discovered, the study used serial mean to replace the missing value and this is as recommended by Lynch (2003). While Lynch also recommended for deletion of any construct or respondent with up to 10% missing value, Tabachnick and Fidell (2013) recommended 5%. The study followed the recommendation by Tabachnick and Fidell (2013).

An outlier is a case with such an extreme value on one variable (a univariate outlier) or such a strange combination of scores on two or more variables (multivariate outlier) that it distorts statistics (Tabachnick&Fidell, 2013). Outliers can influence your results, pulling the mean away from the median. The study also checked for outliers usingmahalanobis distance. Going by Tabachnick and Fidell (2013), if the probability of the mahalanobis distance is less than 0.001, the record is considered as outlier.

Normality refers to the distribution of the data for a particular variable. Normality is assessed in many different ways: shape, skewness, and kurtosis (flat/peaked) (Hair, Black, Babin, Anderson, & Tatham, 2013). Skewness has to do with the symmetry of the distribution; a skewed variable is

a variable whose mean is not in the center of the distribution. Kurtosis has to do with the peakedness of a distribution; a distribution is either too peaked (with short, thick tails) or too flat (with long, thin tails). This study utilized the skewness and Kurtosis statistic for normality test. We expect that for fair normally distributed data, the value of the skewness statistic should be within the range of -1.96 and +1.96. However, where this is not the case, the study used appropriate means such as log 10 to normalize the data.

Further to these, the study conducted collinearity test. Multicollinearity occurs when two or more independent variables are highly correlated with each other. This leads to problems with understanding which independent variable contributes to the variance explained in the dependent variable, as well as technical issues in calculating a multiple regression model. The rule of thumb is that the presence of high correlations (generally 0.90 and above) indicates substantial collinearity (Hair, Black, Babin, Anderson, & Tatham, 2013). The study utilized Variance inflation Factor (VIF) to test for multicollinearity. Hair etal. (2013) recommended that VIF value <= 4 suggests no multicollinearity whereas a value of >= 10 implies serious multicollinearity.

Afterwards, the researcher carried out the main data analysis, starting with measurement model analysis, presents reliability as well as validity analysis. Similarly, the analysis and results of the structural model were performed and presented in the form of path coefficient and its *t*-value, and equally, the *R*2, the effect size, as well as the predictive relevance. Finally, the study conducts and presents the results of the moderation analysis using the interaction terms in PLS 2.

CHAPTER FOUR

Data Presentation and Analysis

4.1 Introduction

This chapter concerns with data collection, analysis as well as interpretation of the results. The data were analyzed using SPSS and Smart PLS. In this chapter, response rate is presented and analyzed. The chapter also reported respondents' profiles in terms of their gender, age, working experience, level education. Before performing the main analysis and presenting the main results, the researcher performed and presented preliminary analysis in this chapter, such as data screening and cleaning, checking and treating missing values, treating outliers, as well as descriptive statistics among others. Afterwards, the researcher carried out the main data analysis, starting with measurement model analysis. Hence, the study conducts and presents reliability as well as validity analysis in the chapter. Similarly, the analysis and results of the structural model are also performed and presented in the form of path coefficient and its *t*-value, and equally, the *R*2, the effect size, as well as the predictive relevance were all performed and presented in the chapter. Finally, the study conducted and presented the results of the moderation analysis.

4.2 Response Rate

Table 4.1
Response Rate of the Questionnaires

Detail	**Copies/rate**
Questionnaire distributed	498
Questionnaire returned	446
Questionnaire not returned	52
Invalid	12
Usable questionnaire	434
Response rate	0.896
Valid response rate	87.15%

The researcher distributed 498 questionnaires to the respondents as shown in table 4.1 above. Out of this figure, 446 questionnaires were returned, which represents 89.6% percent of the total questionnaires distributed. However, out of the total number of the returned responses, only 434 questionnaires representing 87.2% percent of the total questionnaires distributed were found usable for analysis, whereas other 23 questionnaires representing 5 percent were removed from the data usable for analysis for being outliers. See table 4.1 above for the details of the response rate analysis.

4.3 PreliminaryAnalyses

In order to ensure accurate and reliable results, it is important that the data gathered from the field should undergo some screening. Consequently, data duly collected were coded and screened.

4.3.1 Data Coding and Screening

The 434 duly responded and returned questionnaires were entered into the coded SPSS variable view page. However, each item/question was coded based on its main variable initials and its serial position in relation to other items under the same latent construct. Five items/questions measuring employee performance were coded as EP1...EP5, eight items measuring organizational commitment were coded as OC1 ... OC8, five items measuring training were coded as TR1 ... TR10 and the ten items measuring self efficacy were coded SE1 ... SE10. The data were carefully entered into the SPSS and proceeded for screening.

4.3.2 Missing Values

The study utilized frequency from the SPSS to check for missing values. In missing value analysis, data with of up 25% missing values should be excluded (Sekaran, 2004).The result of

the missing value is shown on the mention the precise table (e.g., table 4.2). Serial mean is used to replace missing values for responses below 25% threshold.

Table 4.2
Missing Values Analysis

Construct	**Item**	**Number of Missing Value**
Performance	EP2	2
Training	TR1	2
	TR3	2
	TR4	2
	TR5	1
Self efficacy	SE3	1
	SE4	1
	SE5	1
	SE6	1
	SE8	1
	SE10	1
Organizational commitment	OC1	2
	OC3	3
	OC6	5
	OC7	2
	OC8	2
(29 of 12152 data points i.e 0.24%)		29

From table 4.2, the result of the missing value analysis showed 29 missing values representing .24% of the total data set of 12152. These were replaced using serial mean in the SPSS.

4.3.3 Outliers

An outlier is a case with such an extreme value on one variable (a univariate outlier) or such a strange combination of scores on two or more variables (multivariate outlier), which may distort statistical results (Tabachnick&Fidell, 2013). Outliers can influence the results, pulling the mean away from the median. Consequently, the study utilized mahalanobis distance to check for outliers.In a multivariate study, outliers are best detected by using Mahalanobis distance (D^2) which is the appropriate way of checking multivariate outliers. Hair*et al.*(2013) defined

mahalanobis distance (D^2) as a method that measures each observation's distance in multidimensional space from the mean centre of all observations, providing a single value for each observation no matter how many variables are considered. To those authors, a significance level of .001 is used as a minimum for detecting outlier(s). Thus, using the Mahalanobis distance (D^2) by the application SPSS softwares and the criteria recommended by Hair et al. (2013), the study discovered 12 cases of outliers and removed the cases (see appendix B). Thereby reducing the questionnaires returned from 434 to 422 usable questionnaires.

4.3.4 Normality

Normality refers to the distribution of the data for a particular variable. Normality is assessed in many different ways: shape, skewness, and kurtosis (flat/peaked) (Hair, Black, Babin, Anderson, & Tatham, 2013). Skewness has to do with the symmetry of the distribution; a skewed variable is a variable whose mean is not in the center of the distribution. Kurtosis has to do with the peakedness of a distribution; a distribution is either too peaked (with short, thick tails) or too flat (with long, thin tails). Normality test was carried out on the basis of individual items measuring the constructs in the study. The study utilized skewness and Kurtosis statistics to assess the normality. To Hairet'al. *(2013),* if the variation from the normal distribution is sufficiently large, all resulting statistical tests are invalid. critical values of +2.58 (.01 sig level) and +1.96 (@ .05 sig level) are benchmark. Other details of this are shown as appendix K attached to the study.

4.3.5 MulticollinearityTest

To test for multicollinearity, the study utilized Variance inflation Factor (VIF). A VIF figure ≥ 5 shows serious multicollinearity (Kothari & Garg, 2014). There was no problem of multicollinearity as all VIF figure in Table 4.3 are below 5.

Table 4.3

Collinearity diagnostic: Correlation and Variance inflation factor(VIF)

Construct	Organizational commitment	Self efficacy	Training	VIF
Organizational commitment	1			**1.247**
Self efficacy	0.286	1		**1.458**
Training	0.291	0.693	1	**1.331**

The correlation coefficients between the independent variable were far below 0.9 as the highest was 0.693 and the Variance inflation factors for all the constructs of the study were below 5 with the highest VIF as 1.458. Hence, there is absence of multicollinearity

4.3.6 Non Response Bias Test

Non-response bias is the bias that results when respondents differ in meaningful ways from non-respondents population (Armstrong & Overton, 1977). The current study could not ascertain information on the non respondents' population but Wang and Lamb (1983) recommended that late responses are closer to non responses. On this note, the participants that responded during the later stage are assumed to have responded due to the increased pressure and stimulus, and are therefore well thought-out to have similar attributes with non-responded elements. The study grouped the responses into two of early and late response group on the basis ofthe time the questionnaires were been returned to the researcher. The early responses were those who responded to the questionnaires between November, 2017 and December, 2017` and the late responses were those responses later than December, 2017. To test for the response bias, the study utilized the Levene test for equality mean.The result of the ANOVA is as presented in 4.4

Table 4.4

Test of Non-response Bias: Independent-Samples T-Test (422)

Construct	Group	N	Mean	Levene's Test for Equality of Variances	
				F	Sig
Training	Early response	333	3.462	.093	.761
	late response	89	3.457		
Self efficacy	Early response	333	3.937	.504	.478
	late response	89	3.973		
Organ commitment	Early response	333	3.425	.668	.414
	late response	89	3.538		
Employee performance	Early response	333	4.179	.322	.571
	late response	89	4.120		

For the responses to be free from non response bias, it is expected that the p value of the construct under consideration be insignificant. Base on the results from table 4.4, all the p values are not significant indicating that none significant difference in the early and late responses. It implies that even if the non respondent elements had responded, there would not have been any significance variance from what the respondent elements have submitted.

4.4 Demographic Profiles

The results of the demographic characteristics of the sampled respondents are as presented in the table below. The demography includes the age distribution, gender, education and working experience.

Table 4.5

Demographics Profiles

Demography	Frequency	Percentage	Cumulative Percentage
Age distribution			
18 – 25	120	28.4	28.4
26 – 30	64	15.2	43.6
31 – 35	132	31.3	74.9
36 – 40	83	19.7	94.5
41 – 45	11	2.6	97.2
ABOVE 45	12	2.8	100.0
Gender			
Male	258	61.1	61.1
Female	164	38.9	100.0
Education			
NCE/TEACHERS CERT	173	41.0	41.0
DEGREE	61	14.5	55.5
MASTERS	188	44.5	100.0
Experience			
Under 5 yrs	63	14.9	14.9
6 - 10 yrs	80	19.0	33.9
11 - 15yrs	195	46.2	80.1
16 - 20 yrs	84	19.9	100.0

The age distribution of the respondents as shown in table 4.5 above indicated that 28.4% of the respondents are within the age of 18 to 25 years, 15.2% in the age range of 26 to 30, 31.3% fall in the age range of 31 to 35, 19.7% are in the range of 36 to 40, 2.6% in the range of 41 to 45 while 2.8% respondents are above 45 years. From the table, that majority of the respondents are within the range of 31 to 35 representing 31.3% of the sampled population. The reason for this may be that the Bauchi state teaching service are majorly comprise of active population

Also, the table indicated the gender distribution with 61.1% of the respondent males and 38.9% females. Most of the sampled respondents are male and this is because in the north custom limited the number of female taking part in active employment resulting in male having a higher

number in employment. It may also be that employment into secondary school considers more males than females given the students discipline needs.

The table further presents the academic distribution of the respondents. 41% have minimum academic qualification of Nigerian certificate of education (NCE), 14% with degree and 44% masters. There were no PhD holders among the respondents. The majority of the respondents are master holders reason may not be far from the fact the fact at the heart of Bauchi metropolis lies the federal and state university. The proximity of these schools can be a motivating factor for the teachers to quickly update their academic qualification.

Finally, the table presented the working experience of the respondents with 14.9% below 5 years of working experience, 19% between 6 to 10years of working experience and 46% between 11 and 15 years and 19.9% between 16 and 20 years of working experience. The majority of the respondents were between 11 and 15 years of working experience.

4.5 Descriptive Statistics

Having presented the demographic of the respondents, it is important to present the descriptive statistics of the responses in respect of the constructs under study.

Table 4.6
Descriptive Statistics

Variable	N	Mean	Std. Deviation
Training	422	3.49	0.86
Self efficacy	422	3.94	0.48
Organization commitment	422	3.45	0.71
Employee performance	422	4.16	0.71

In the study, all the variables were measured in 5 point likert scale. The average of this is 2.5. From the table 4.6, a mean response of 3.49 and standard deviation of 0.86 were recorded for training and this is above the average (2.5) of the likert scale used in the study. This means that

teachers are developing high perception to the training provision in the school. Also, a mean of 3.94 and standard deviation of 0.48 were recorded for self efficacy which is also higher than the average. This is an indication that teachers were having high concern for the self belief in their ability to accomplish task. For organizational commitment, the study recorded a mean of 3.45 and standard deviation of 0.50,71.Thisimplies that teachers were developing high perception of commitment to their job and school. Lastly, table 4.5 disclosed a mean value of 4.0 and standard deviation of 0.71 for performance and this means that teachers were having agreement to the task performance.

4.6 Partial Least Square – Structural Equation Modelling (PLS-SEM)

Having subjected the data to the screening stage and cleansed the data, the data is therefore ready for path modelling. Under this chapter and using Smartpls 2, the study presents the results of the measurement model and structural model for model fit and test of hypotheses.

4.6.1 Measurement Model (outer model)

The figure 4.2 and table 4.6 below presents the measurement model of the study. In the table, loadings of items of individual construct are shown including composite reliability (CR) for internal consistency and Average Variance extracted (AVE) for construct validity.

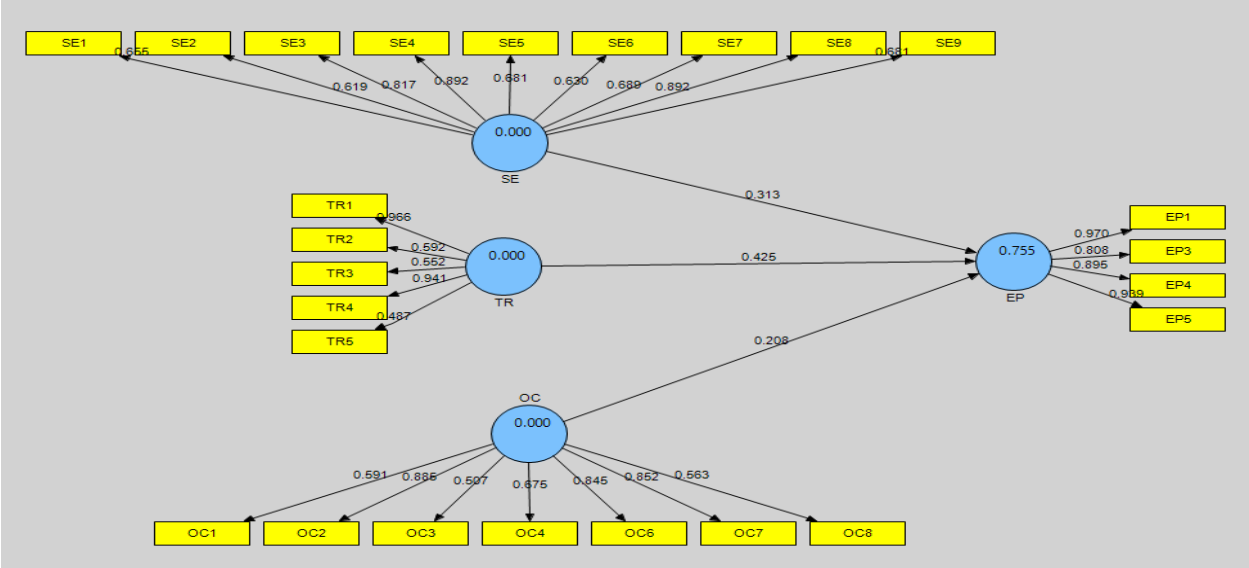


Figure 4.2
Measurement model for direct relationship

The measurement model showed represented by figure 4.2 above. The circular shapes represent the constructs under study while the rectangular shapes represent the indicators, which are items measuring the constructs of the study.

Table 4.7
Construct Reliability and Validity Analysis

Construct	**Item**	**Loadings**	**CR**	**CA**	**AVE**
Employee performance	EP1	0.970	0.948	0.926	0.819
	EP3	0.808			
	EP4	0.895			
	EP5	0.939			
Organizational commitment	OC1	0.591	0.877	0.834	0.514
	OC3	0.885			
	OC4	0.507			
	OC5	0.675			
	OC6	0.845			
	OC7	0.852			
	OC8	0.563			
Self efficacy	SE1	0.655	0.912	0.900	0.541
	SE2	0.619			
	SE3	0.817			

	SE4	0.892			
	SE5	0.681			
	SE6	0.630			
	SE7	0.689			
	SE8	0.892			
	SE9	0.681			
Training	TR1	0.966	0.845	0.768	0.542
	TR2	0.592			
	TR3	0.552			
	TR4	0.941			
	TR5	0.487			

The first column in the table 4.7 represent the construct followed by the items measuring each construct, the loadings, composite reliability (CR), cronbach alpha (CA) and average variance extracted (AVE). The loadings of items measuring the constructs of the study were greater than 0.5 which is the minimum threshold recommended by Hair et al. (2013). However, items that failed this benchmark were deleted; they include EP2, OC2 and SE10. Details of their loading and cross loadings are attached as appendix v to this study. All the constructs in the study met the composite reliability and cronbach alpha benchmark of 0.7 and average variance extracted of .5. The lowest CR is 0.845, the lowest CA is 0.768 while the lowest AVE is 0.514.

Next on the assessment of the model fit is discriminant validity. Fornell and Larker (1984) criterion was used. According to this criterion, the square root of AVE must be greater than the correlation with other variable in the study. This is as presented in table 4.8 below

Table 4.8
Discriminant Validity

Construct	**Employee performance**	**Organizational commitment**	**Self efficacy**	**Training**
Empperformance	**0.905**			
Org'al commitment	0.208	**0.717**		
Self efficacy	0.313	0.286	**0.735**	
Training	0.426	0.291	0.693	**0.736**

The square roots of AVE are presented in bolded font on the diagonal and it can be observed that the square root of AVE for EP, OC, SE and TR are 0.905, 0.717, 0.735 and 0.736 respectively. The highest correlation coefficient on the table is 0.693.The values are greater than the correlations among the constructs, thus this criterion is satisfied.

4.6.2 Structural Model (Inner model)

Having established the model fit from the measurement model, the next part is the structural model or inner model. Hair et al. (2013) identified four key criteria for assessing the structural model in PLS-SEM. These include assessments of significance of the path coefficients, coefficient of determination (R^2), the effect size (f^2), and lastly (4) predictive relevance (Q^2). However, to ascertain the direct effect of self efficacy and training on employee performance, it is important to carry out a bootstrapping analysis. Bootstrapping was done by using 5000 subsamples using 422 cases. Figure 4.2 presented the structural model of the direct effects.

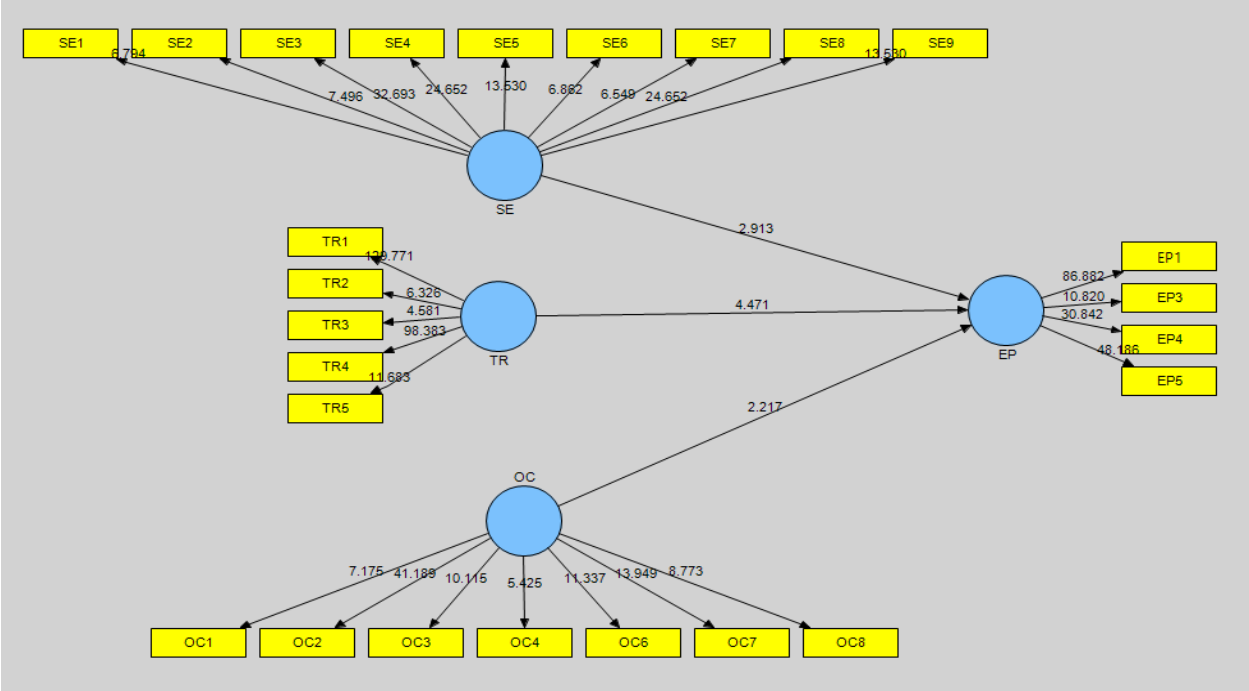


Figure 4.2
Structural model for direct relationship

4.6.2.1 Test of Hypotheses

The study tested for the first two hypotheses before the moderation. From Table 4.9, the study presented the results of the path coefficients for the structural model with the beta value of the relationships, t-statistic and adjusted r square.

Table 4.9
Path Coefficient for Direct Relationship

Hypotheses	Relationship	Beta	Stnd Error	T-value	p-value	Decision
H1	SE -> EP	0.313	0.107	2.913	0.004***	Rejected
H2	TR -> EP	0.425	0.095	4.471	0.000***	Rejected

*****P value <0.01, **P value<0.05 *P-value<0.1**

From Table 4.9, it can be seen that self efficacy has a significant positive effect on the performance of teachers in Bauchi metropolis (β = 0.313, t-value = 2.913, p-value < 0.01). This means a unit increase in self efficacy will lead to 31.3% increase in the performance of teachers. Thus, the first hypothesis (H1) that state that self efficacy has no significant effect on teachers' performance in Bauchi metropolis is rejected.Training also has a significant positive effect on teacher's performance (β = 0.425 and t- value = 4.471, p-value <0.01). Hence, hypothesis two (H_2), training has no significant effect on teacher's performance is also rejected. Table 4.9also showed the R square as 0.755 (75.5%), which means that 75.5% variance in teacher's performance, is accounted for by training and self-efficacy. Hence, there exist direct relationships between self efficacy and teacher's performance, training and teacher's performance in Bauchi metropolis.

Table 4.10
Effect Size and Predictive relevance

Construct	R^2 included	R^2excluded	F^2	Effect size
Self efficacy	0.755	0.721	0.139	Small
Training	0.755	0.707	0.196	Medium

Q^2 0.611

From table 4.10, the effect size of self efficacy on teachers' performance is 0.139 (13.9%) and this indicated a small effect size on the endogenous variable. On the other hand, training has a medium effect size on teachers' performance. The Q^2 represent the predictive relevance of the model. According to storne-Gaisser's criterion, for a predictive relevance, the Q^2 value must be greater than 0. From the table, the value of Q^2 is 0.611 which is greater than 0.

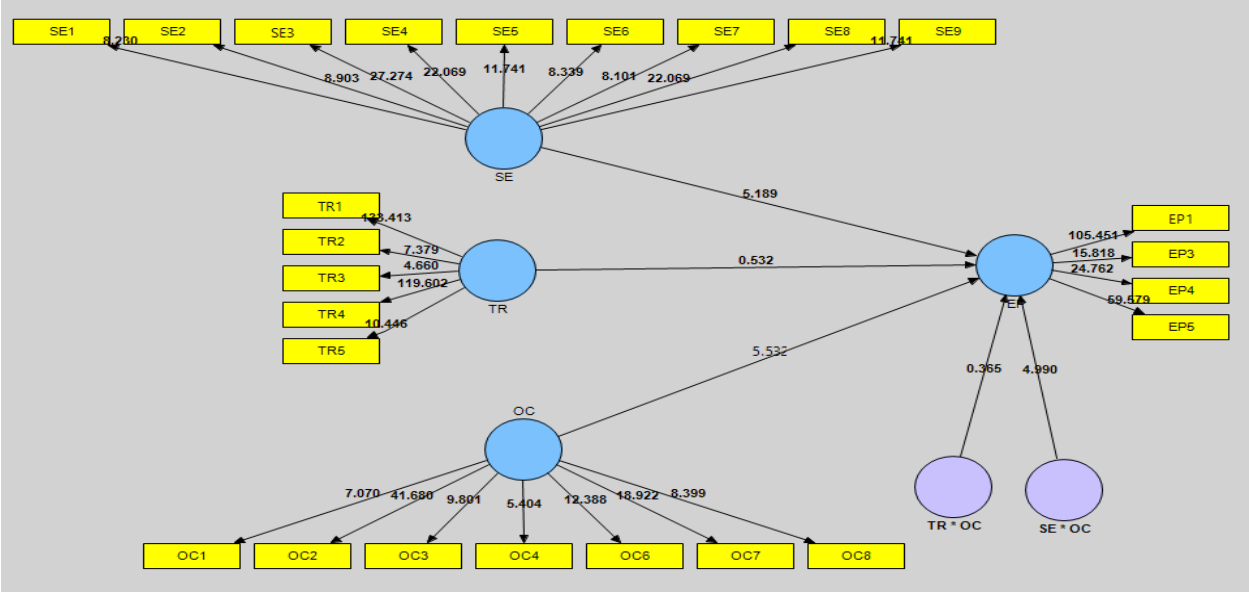


Figure 4.3
Structural Model for Moderated Relationship

Table 4.11
Path Coefficient for Moderation Relationship

Hypotheses	Relationship	Beta	Stnd Error	T-value	p-value	Decision
H3	SE * OC -> EP	0.732	0.411	4.990	0.000***	Rejected
H4	TR * OC -> EP	0.120	0.330	0.365	0.715	Accepted
R^2	0.878					

*****P value <0.01, **P value<0.05 *P-value<0.1**

The moderating result shows that organizational affective commitment significantly moderates the relationship between self efficacy and teachers performance (*ß* = 0.732; *t* = 4.990; *p* <0.01).

Finally, organizational commitmentdoes not significantly moderates the relationship between training and teachers performance (*ß= 0.120*, t = 0.365 *p*> 0.1).

The r square value of 0.878 implies that 87.8% of the variance in the dependent variable teachers performance is explained by training, organizational commitment, self-efficacy, the interaction between self-efficacy and organizational commitmentand between training and organizational commitment.

4.6.3 Moderating effect

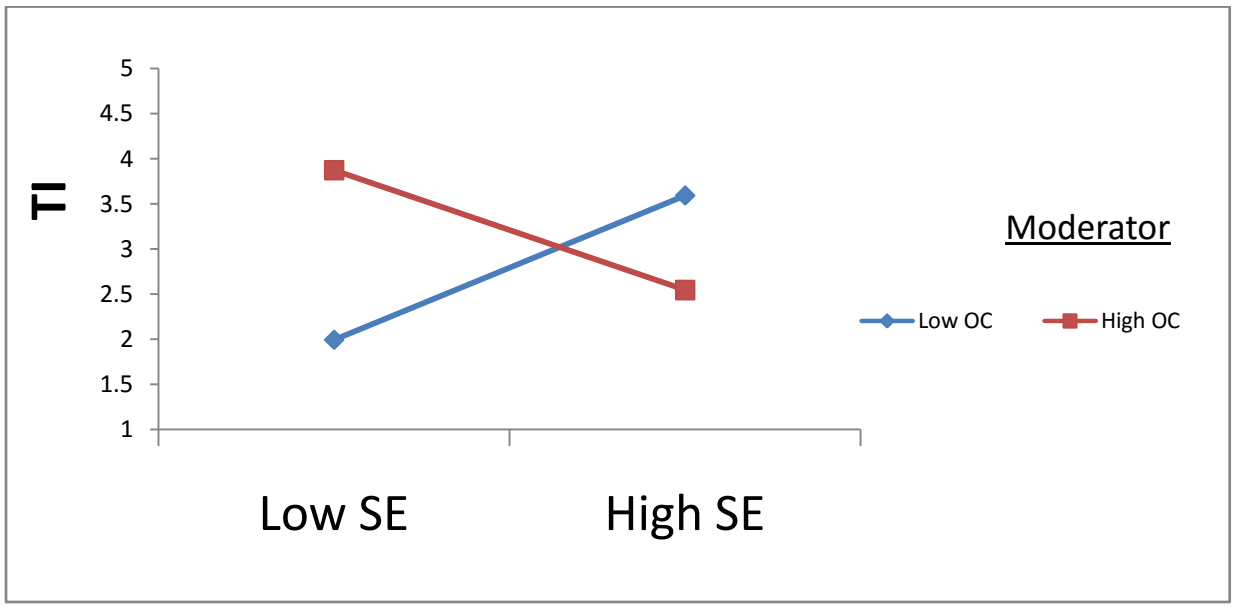


Figure 4.4
Effect of the interaction term

The moderating effect of organizational commitment on the relationship between self efficacy and teachers' performance is represented in the Figure 4.5 above. The red line represent high organizational commitment, the blue line for high organizational commitment, the vertical axis (y-axis) represent the values for teachers performance, while left hand side of the horizontal axis depict low self efficacy and the right hand side represent the high self efficacy. The intersection

of the two lines is an indication of the interaction. High organizational commitment implies further strengthen on the relationship between self efficacy and teachers performance.

4.6.4 Effect size and predictive relevance

Table 4.12
Effect Size and Predictive Relevance

Construct	R^2 included	R^2excluded	F^2	Effect size
OC*SE	0.878	0.807	0.582	Large
OC*TR	0.878	0.877	0.008	None
Q^2	0.694			

Just as it was necessary to examine the effect size and predictive relevance of the exogenous variables on the endogenous variable on the direct relationship, it is also important to assess the effect size and predictive relevance of the moderated relationship. On this note, the first interaction term (OC*SE) has large effect size on the endogenous variable while the second interaction term (OC*TR) on the other hand has a none effect size as presented on table.

4.7 Discussion of Findings

Self efficacy was discovered to have significant positive effect on teachers' performance. This implies that as the level self efficacy increases, teacher's job performance increases. This finding is consistent with the findings of Iroegbu (2015), Beattie, Woodman, Fakehy and Dempsey, (2016), Lai and Chen(2012) and Ajala (2013). Teachers with a strong sense of personal abilities in adomain approach difficult task in that domain as challengesto be mastered rather than as dangers to be avoided; havegreater intrinsic interest in activities, establishes challenging goals andmaintain a significant commitment to them, enhancing their efforts in the face of failure, more easily recover their confidence after failures or setbacks and attribute failure to insufficienteffort or deficient knowledge and skills which they believethey are capable of

acquiring. High self-efficacy helps createfeelings of serenity in approaching difficult tasks and activities.This explained the positive relationship found in this study.

A significant positive effect of training on teachers' performance was another finding of this study. This means that the more teachers have access to training the more they perform their assigned duties efficiently. Thus as the level of training increases, teachers job performance rises. This affirmed the results of previous studies (Al-mzary, Mohammad, Mohammed, & Eid, 2015; Bhartiya, 2015; Hafeez & Akbar, 2015; James & Daniel, 2014; Khan, Khan, & Khan, 2011; Kum & Cowden, 2014; Shaukat & Asadullah, 2014). Training provides opportunity for teachers to update their knowledge and change with the changing working environment. Thus, teachers who are given training improve the output. This explained the result obtained from this study.

The study revealed that organizational commitment significantly moderates the relationship between self efficacyand teachers' performance. From the result, organizational commitment further strengthens the relationship between self efficacy and teachers' performance and this is also in line with the expectation of the study. It is expected that if organizational commitment interacted with self efficacy, the level of job performance increases. This results also supported the results of Jomo, Jomo and Kihoro (2015); Naiemah(2017); Namasivayam and Zhao(2007); Naz and Gul, (2014) and Turhan and Serdar(2016). A teacher who is committed to both job and organization and high sense of belief in accomplishing certain objectives will have improved performance.

Finally, it was revealed that the relationship between training and teachers performance was not significantly moderated by organizational commitment. This is not in line with the expectation of

the study. From the finding, teacher may be committed to job yet the effect of training on teachers' performance remains unchanged.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Introduction

Having analyzed the data collected from the field, it is necessary to summarize the findings, take a position and on the basis of the findings, makes recommendation. Thus, this chapter provides summary of the findings of the research on the basis of the data presented and analyzed in the preceding chapter. The researcher concludes the study based on the research context, providing appropriate recommendations on the platform of the results and findings of the study. The chapter concluded by high lighting the major limitation of the study and suggesting direction for further research.

5.2 Summary

Education system is absolutely beneficial for any society. It helps to eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education. To attain this vital goal of education, quality teachers are needed to provide their professional services in maintaining standard expected by the society. However, it is becoming worrisome to note the alarming deterioration of teacher's performance as identified by the Bauchi state government. Thus, it becomes imperative to conduct a study examining the influence of performance predictors as identified in this work and recommend possible solution to the problem.

Four hypotheses were formulated for testing and using partial least square structural equation modelling through smart pls2 software, the study tested the hypotheses using the data collected from a sample of 422 teachers drawn from the 49 schools in Bauchi metropolis. The outcome of the analysis showed that a positive significant effect of self-efficacy on teachers performance, a

positive significant effect of training on teachers performance. However with the integration of moderation in the form of interaction terms of organizational commitment and self-efficacy and organizational commitment and training, the effect of self-efficacy on teacher performance was strengthened significantly. It was also found the effect of training on teacher's performance was not significantly improved.

5.3 Conclusion

Based on the findings, the study concludes that self-efficacy andtraining have effect on teachers' performance among public secondary schools in Bauchi metropolis. Similarly, organizational commitment in this context moderates the relationship between self-efficacy and teachers' performance. Also, the moderation of organizational commitment on the relationship between training and teachers performance has not reached a significant level.

5.4 Recommendations

In order to improve teachers' performance and raise the quality of education, the government through its ministry of education should consider the following recommendations.

1. Public secondary schools in Bauchi metropolis should upskill its teachers on a continuous basis. And the training should be directed on satisfying teacher skills and training requirement for the improvement of the teachers' performance.
2. The teachers should also be provided with relevant details of the tasks assigned to them. The exact definitions and explanations of the tasks and context of tasks would help public secondary school teachers to deal with the complex tasks. In so doing, the Bauchi State government should explain them about the technical skills required for successful performance and how to select a proper method among the available methods while solving a complex task.

3. Improve teachers' commitment by mapping out career plans, create learning opportunities for teachers, clear definition of their roles, fair and competitive salaries and recognition. When teachers feel there is a career plan for them, they will be more likely to stay with a company. Regular performance reviews should be a part of the plan to provide feedback to the teachers hand to reinforce their career goals. Take some extra time and resources to recognize your teachers publicly for their achievements. A little recognition can go a long way to improve teachers who might otherwise have been on the fence. It is important to constantly organize consistent orientation program for all new teachers. A teacher will feel more like a part of the team if there is interest demonstrated in their success from the onset.
4. Communicate frequently. Most employees appreciate transparent management because it keeps them informed of executive decisions that may affect their jobs. Consistent corporate communication helps minimize negative rumors that would otherwise damage employee loyalty. Use the organization's history to install a desirable corporate culture. Some companies have a long history full of uplifting stories contributing to the company culture and encouraging continued loyalty. Tell these stories during employee orientation to instill commitment in new employees and boost further their self belief. Also, public secondary schools should ensure that school setting improves teacher commitment and training. This can be achieved by increasing instructional resources, involve teachers in key decision making process in the school, provide mentoring to the young teachers, gives opportunities for teachers to further education and ensure proper job related-supervision. This will in the long-term result into better teacher outcomes, school success, reduce burnout, increase school engagement, leads to positive job-related attitudes, and less intention to quit and so forth.

5.5 Implication of the Study

The study examined the effect of self efficacy and training on teachers' teachers performance and the role of organizational commitment and has come up with results. There is no doubt that these results may have great implications to both body of knowledge and to the management and administrators.

5.5.1 Theoretical Implications

A major theoretical implication of this study lies in the inclusion of a moderator. Given the inconsistencies found from review of previous studies, a moderator was desirous to explain these inconsistencies. Other contributions are the use of a cross-sectional or longitudinal approach to examine self efficacy, training and teachers' performance and the moderating role of organizational commitment, the study also by identifying factors contributing to teachers' performance and the effect of self efficacy and training on teachers performance, has added to the body of knowledge. Further studies may include training methods or other possible moderating variables.

5.5.2 Managerial Implications

There are several practical implications that can be derived from the findings of this study. Firstly, performance of the employees is positively influenced by the overall self-efficacy. It is also proved that the organizational behaviour of the sceptical practicing professionals is usually influenced a significant amount of confidence. Secondly, complexity of the tasks as well as performance locus is found to moderate the link between self-efficacy and performance at workplace. These two factors play an important role in organizational settings as they have a tendency to deteriorate the link between self-efficacy and performance. With the increase in the

complexity of task, this link has been proved to be weaker. However, the organizations can improve the performance of the employees with the help of the following suggestions:

The finding of the study alerts public schools to become more knowledgeable about self efficacy, training and level of organizational commitment, the risk factors, mechanisms and effects. Since self efficacy is correlated with teachers' performance, it is very important to reduce it by applying the right strategies and policies towards alleviating the antecedents. They can decrease the level of self efficacy in the organization proper allocation of subjects to be taught and reducing the multitasking duties of teachers in the school. For training, work conditions, equal compensation and equal promotion should be made to all teachers of same rank. Also, teachers should be trained to appropriate strategies to cope with self efficacy easily and effectively and to improve their efficacy level. Physical activity, meditation, healthy life style and time management can help teachers to cope with their self efficacy.

The results of this study suggest that the school management and government of Bauchi State should encourage and motivate the employee to boost up their confidence. They should also develop a proper reward system to increase the self-confidence.

5.7 Suggestions for Further Studies

This study could be replicated by covering a larger geographical area, so that generalizations can be made. Other moderators and mediators can be integrated in the model for further theoretical contributions. Further studies should consider the role of training methods as a possible moderator in the model. The study could be replicated in other sectors of the economy other than the education. A comparative study can be carried out on other secondary school to confirm the result of the study. Finally, a longitudinal study can be conducted.

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Appendix A

Missing values replaced

Result Variables

	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	SE3_1	1	1	434	434	SMEAN(SE3)
2	SE4_1	1	1	434	434	SMEAN(SE4)
3	SE5_1	1	1	434	434	SMEAN(SE5)
4	SE6_1	1	1	434	434	SMEAN(SE6)
5	SE9_1	0	1	434	434	SMEAN(SE9)
6	SE10_1	1	1	434	434	SMEAN(SE10)
7	TR1_1	2	1	434	434	SMEAN(TR1)
8	TR3_1	2	1	434	434	SMEAN(TR3)
9	TR4_1	2	1	434	434	SMEAN(TR4)
10	TR5_1	1	1	434	434	SMEAN(TR5)
11	OC1_1	2	1	434	434	SMEAN(OC1)
12	OC3_1	3	1	434	434	SMEAN(OC3)
13	OC6_1	5	1	434	434	SMEAN(OC6)
14	OC7_1	2	1	434	434	SMEAN(OC7)
15	OC8_1	2	1	434	434	SMEAN(OC8)
16	EP2_1	2	1	434	434	SMEAN(EP2)

Appendix B

Outliers

ID	SE	TR	OC	EP	MAH_1	Probabilities_MD	Outlier
1001	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1002	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1003	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1004	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1005	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1006	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1007	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1008	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1009	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1010	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1011	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1012	1.20	4.40	1.63	4.20	18.06353	.00043	1.00
1014	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1017	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1020	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1023	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1026	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1029	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1032	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1038	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1041	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1044	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1047	4.00	1.80	1.88	2.00	7.56822	.05583	0.00
1035	4.00	1.80	1.92	2.00	7.27229	.06371	0.00
1016	3.60	1.80	1.88	2.00	6.11387	.10620	0.00
1022	3.60	1.80	1.88	2.00	6.11387	.10620	0.00

Appendix C

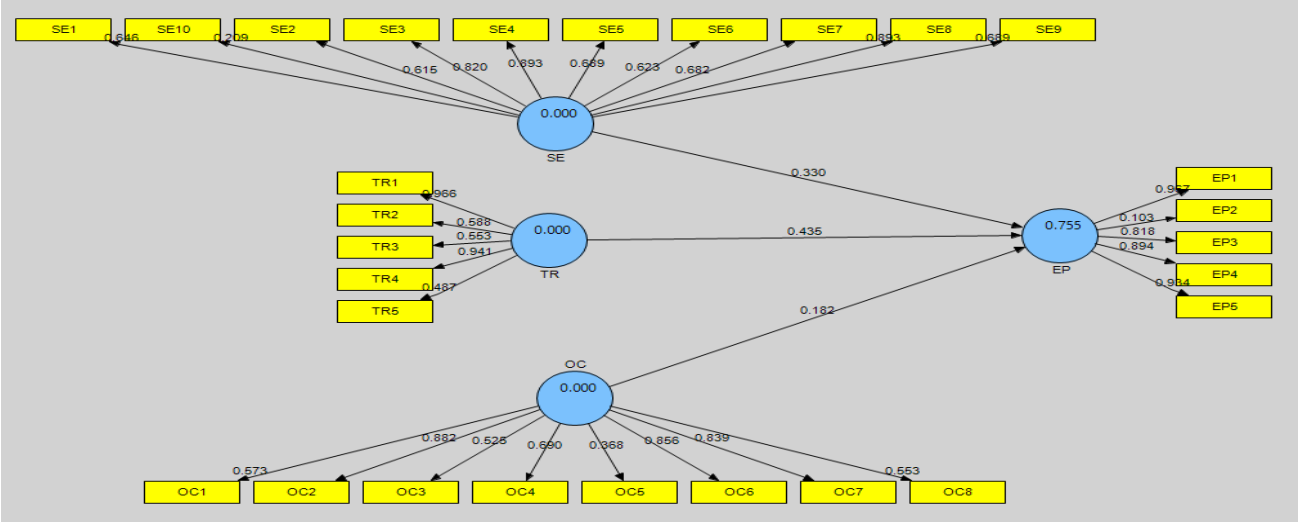


Figure 1
Initial measurement model

Appendix D

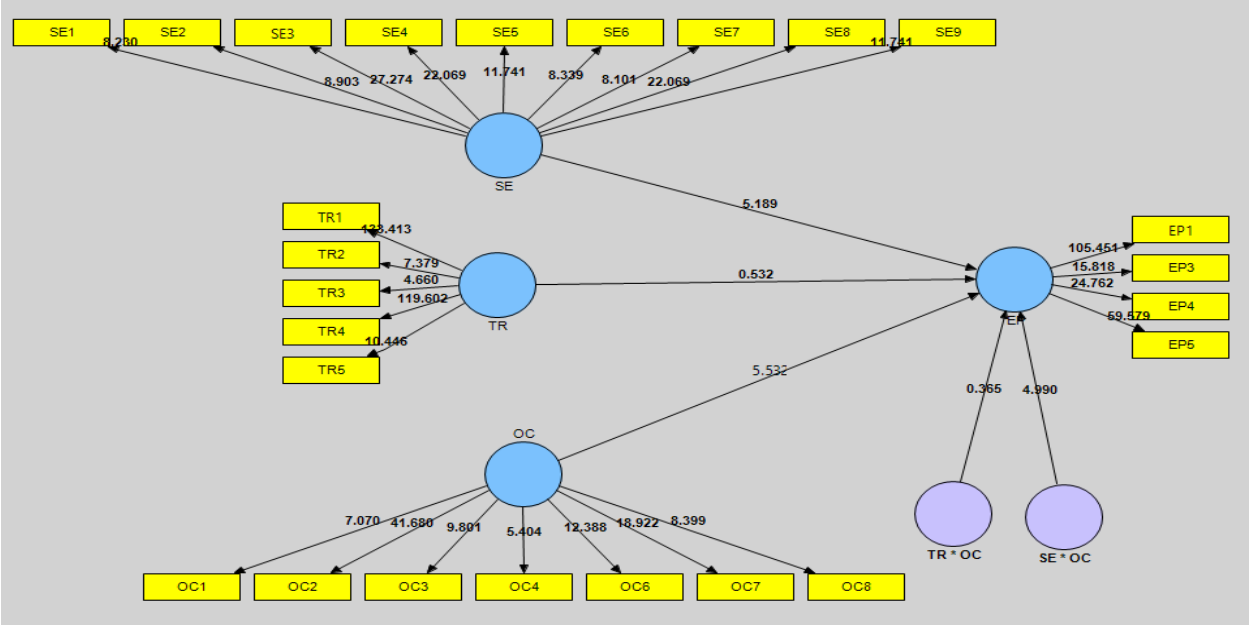
Cross loadings

Construct	Items	EP	OC	SE	TR
employee perf	EP1	0.967	0.771	0.707	0.782
	EP2	0.103	-0.027	0.172	0.057
	EP3	0.818	0.431	0.600	0.587
	EP4	0.894	0.889	0.833	0.791
	EP5	0.934	0.697	0.629	0.771
org commitment	OC1	0.478	0.573	0.854	0.423
	OC2	0.877	0.882	0.820	0.765
	OC3	0.239	0.525	0.326	0.323
	OC4	0.478	0.690	0.229	0.543
	OC5	0.159	0.368	0.035	0.229
	OC6	0.644	0.856	0.506	0.790
	OC7	0.578	0.839	0.536	0.694
	OC8	0.417	0.553	0.479	0.377
Self efficacy	SE1	0.357	0.375	0.646	0.304
	SE10	0.135	0.192	0.209	0.147
	SE2	0.775	0.432	0.615	0.578
	SE3	0.877	0.882	0.820	0.765
	SE4	0.552	0.635	0.893	0.553
	SE5	0.259	0.470	0.689	0.342
	SE6	0.237	0.274	0.623	0.245
	SE7	0.475	0.453	0.682	0.479
	SE8	0.552	0.635	0.893	0.553
	SE9	0.259	0.470	0.689	0.342
Training	TR1	0.790	0.773	0.647	0.966
	TR2	0.257	0.428	0.280	0.588
	TR3	0.552	0.635	0.893	0.553
	TR4	0.809	0.741	0.532	0.941
	TR5	0.299	0.232	0.010	0.487

Appendix E

Path coefficient for direct relationship

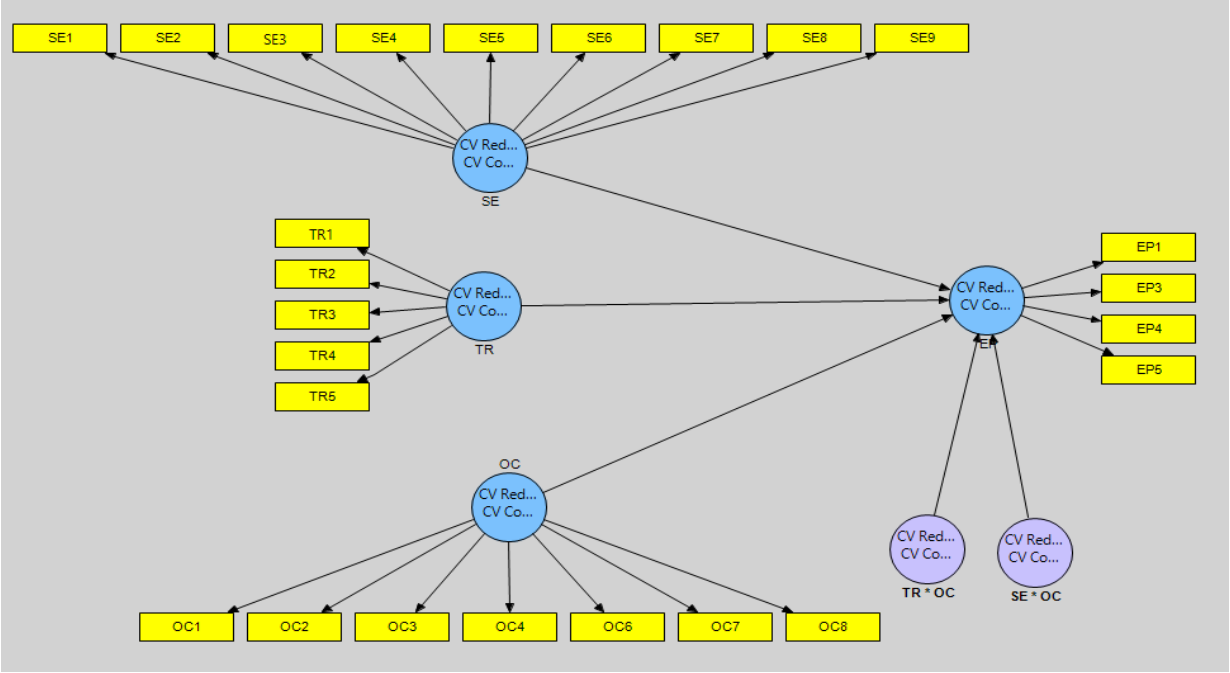
Relationship	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
OC -> EP	0.208	0.230	0.094	0.094	2.217
SE -> EP	0.313	0.295	0.107	0.107	2.913
TR -> EP	0.425	0.425	0.095	0.095	4.471



Path coefficient for moderated relationship

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
OC -> EP	1.401	1.409	0.253	0.253	5.532
SE -> EP	1.380	1.237	0.266	0.266	5.189
SE * OC -> EP	0.731	-1.874	0.411	0.411	4.990
TR -> EP	0.142	0.217	0.267	0.267	0.532
TR * OC -> EP	0.120	-0.004	0.330	0.330	0.365

Appendix F


SE1
SE2
SE3
SE4
SE5
SE6
SE7
SE8
SE9
CV Red...
CV Co...
SE
TR1
TR2
TR3
TR4
TR5
CV Red...
CV Co...
TR
EP1
EP3
EP4
EP5
CV Red...
CV Co...
EP
OC
CV Red...
CV Co...
OC1
OC2
OC3
OC4
OC6
OC7
OC8
CV Red...
CV Co...
TR * OC
CV Red...
CV Co...
SE * OC

Appendix G

Abubakar Abdullahi Sadiq
M.sc Student (P15ADBA)
Department of Business Admin
Ahmadu Bello University Zaria

Dear participant,

This questionnaire is designed to collect data necessary to determine the "**ROLE OF ORGANIZATIONAL COMMITMENT ON SELF EFFICACY, TRAINING AND TEACHERS PERFORMANCE AMONG PUBLIC SECONDARY SCHOOLS IN BAUCHI METROPOLIS**. The questionnaire is divided into five sections, you are kindly requested to tick appropriately the option that best explain your opinion in this context and comment where necessary. Your responses shall be kept confidential and thanks for your cooperation.

INSTRUCTION
You are required to kindly tick as appropriate. 1= Strongly disagree(SD), 2= Disagree(D), 3=Neutral(N), 4=Agree(A), 5=strongly agree(SA)

SECTION A – PERSONAL DATA
1. Gender male___ female____

2. Education Level: Teacher's Certificate _____ B.Ed. _____ Master's in Education _____

PhD____ Other (please specify) _____

3. Age: under 18 18-25 26-30 31-35 36-40 41-45 above 4

7. What socioeconomic status (SES) do the majority of your students come from?

Low _____ medium _____ high _____ not sure _____

8. experience : less than 5yrs 6-10yrs 11-15yrs 16-20yrs more than 20yrs

SECTION B

	SELF EFFICACY (ADOPTED FROM Schwarzer, Schmitz & Daytner, 1999)	**SD**	**D**	**N**	**A**	**SA**
1.	I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.	1	2	3	4	5
2.	I know that I can maintain a positive relationship with parents even when tensions arise.	1	2	3	4	5
3.	When I try really hard, I am able to reach even the most difficult students.	1	2	3	4	5
4.	I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students'needs.	1	2	3	4	5
5.	Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.	1	2	3	4	5
6.	I am confident in my ability to be responsive to my students'needs even if I am having a bad day.	1	2	3	4	5
7.	If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.	1	2	3	4	5
8.	I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.	1	2	3	4	5
9.	I know that I can motivate my students to participate in innovative projects.	1	2	3	4	5
10	I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.	1	2	3	4	5

SECTION C TRAINING

	PERCEIVED AVAILABILITY OF TRAINING (adapted from newman, thanacoody & hui, 2011)	**SD**	**D**	**N**	**A**	**SA**
11.	My organisation provides its employees with good opportunities to undertake in-house job-specific training	1	2	3	4	5
12.	My organization provides a good environment for new recruits to learn job-specific skills and knowledge	1	2	3	4	5
13.	My organisation provides it employees with good opportunities to learn general skills and knowledge inside the organisation which may be of use to me in my future career	1	2	3	4	5
14.	My organisation provides its employees with good opportunities to undertake general training programmes and seminars outside of the organisation	1	2	3	4	5
15.	My organisation provides assistance for its employees to take management training and development courses externally at educational institutions	1	2	3	4	5

SECTION D

	Affective commitment (adopted from Allen & Meyer 1990) c.a 0.85	**SD**	**D**	**N**	**A**	**SA**
16	I enjoy discussing myschool district with people outside it.	1	2	3	4	5
17	I would be happy to spend the rest of my career with this school district.	1	2	3	4	5
18	I do not feel like a part of the family in this school district	1	2	3	4	5
19	I really feel as if this school district'sproblems are my own.	1	2	3	4	5
20	I do not feel emotionally attachedto this schooldistrict	1	2	3	4	5
21	This school district has a great deal of meaning for me.	1	2	3	4	5
22	I feel a strong senseof belonging to thisschool district.	1	2	3	4	5
23	I think I could easilybecome as attached toanother school district	1	2	3	4	5

SECCTION E

	PERFORMANCE (ADOPTED FROM LINDA KOOPMAN 2014) 0.79 c	**SD**	**D**	**N**	**A**	**SA**
24	I managed to plan my work so that it was done on time.	1	2	3	4	5
25	My planning was optimal.	1	2	3	4	5
26	I kept in mind the results that I had to achieve in my work.	1	2	3	4	5
27	I was able to separate main issues from side issues at work.	1	2	3	4	5
28.	I was able to perform my work well with minimal time and effort.	1	2	3	4	5

Appendix H

BAUCHI STATE MINISTRY OF EDUCATION

EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS) UNIT

LIST OF NUMBER OF TEACHERS IN BAUCHI TOWN

S/NO	NAME OF SCHOOL	NO.OF TEACHERS	SAMPLE
1	G.J.S.S KOFAR WASE	40	8
2	GENERAL HASSAN USMAN KATSINA COLLEGE JUNIOR SEC SCHOOL	34	7
3	G.J.S.S BAKARI DUKKU	23	5
4	GJSS SPECIAL EDUCATION CENTER YELWA, BAUCHI	10	2
5	GOVERNMENT GIRLS JUNIOR SECONDARY SCHOOL	28	6
6	GOVERNMENT JUNIOR SECONDARY SCHOOL DAN GIKKA	37	8
7	GOVERNMENT JUNIOR SECONDARY SCHOOL DUTSEN TANSHI	46	9
8	GOVERNMENT JUNIOR SECONDARY SCHOOL, GWALLAGAN MAYAKA	12	2
9	GOVERNMENT JUNIOR SECONDARY SCHOOL , SA'ADU ZUNGUR	37	8
10	GOVERNMENT JUNIOR SECONDARY SCHOOL, TUDUN SALMANU	57	12
11	GOVERNMENT JUNIOR SECONDARY SCHOOL, SALEH MANGA	65	13
12	GOVERNMENT JUNIOR SECONDARY SCHOOL, FEDERAL LOWCOST	90	18
13	GOVERNMENT JUNIOR SECONDARY SCHOOL, HOSPITAL QUARTERS	69	14
14	GOVERNMENT JUNIOR SECONDARY SCHOOL, JAHUN WAYAN MAKAFI	25	5
15	GOVERNMENT JUNIOR SECONDARY SCHOOL, UNGUWAR BARNO	46	9
16	GOVERNMENT JUNIOR SECONDARY SCHOOL, ARMY BARRACK	40	8
17	GOVERNMENT JUNIOR SECONDARY SCHOOL, BABBAN MUTUM	58	12
18	GOVERNMENT JUNIOR SECONDARY SCHOOL, BAKARI DUKKU	77	16
19	GOVERNMENT JUNIOR SECONDARY SCHOOL, BAYARA	56	11
20	GOVERNMENT JUNIOR SECONDARY SCHOOL,	84	17

	GAMES VILLAGE		
21	GOVERNMENT JUNIOR SECONDARY SCHOOL, GARBA MOH'D NOMA	43	9
22	GOVERNMENT JUNIOR SECONDARY SCHOOL, KANDAHAR	47	10
23	GOVERNMENT JUNIOR SECONDARY SCHOOL, KOBI	65	13
24	GOVERNMENT JUNIOR SECONDARY SCHOOL, YELWAN MAKARANTA	53	11
25	GOVERNMENT JUNIOR SECONDARY SCHOOL, ZANNUWA	55	11
26	GOVERNMENT JUNIOR SECONDARY SCHOOL, KOFAR DUMI	81	17
27	GOVERNMENT DAY JUNIOR SECONDARY SCHOOL,WUNTIN DADA	13	3
28	GOVERNMENT JUNIOR SECONDARY SCHOOL,FADAMAR MADA	15	3
29	GOVERNMENT JUNIOR SECONDARY SCHOOL, IBRAHIM BAKO	50	10
30	GOVERNMENT JUNIOR SECONDARY SCHOOL, ADAMU JUMBA	24	5
31	JIBRIL AMINU MODEL JUNIOR SECONDARY SCHOOL	25	5
32	GCDSS BAKARI DUKKU	24	5
33	GCDSS SA'ADU ZUNGUR	30	6
34	GENERALHASSAN USMAN KATSINA UNITY COLLEGE	65	13
35	GOVERNMENT DAY SECONDARY SCHOOL, GAMES VILLAGE BAUCHI	83	17
36	GOVERNMENT DAY SENIOR SECONDARY SCHOOL, FEDERAL LOWCOST	79	16
37	GOVERNMENT DAY SENIOR SECONDARY SCHOOL, BAKARI DUKKU	49	10
38	GOVERNMENT DAY SENIOR SECONDARY SCHOOL, GWALLAMEJI	44	9
39	GOVERNMENT DAY SENIOR SECONDARY SCHOOL, TUDUN SALMANU	66	13
40	GOVERNMENT GIRLS COLLEGE, BAUCHI	80	16
41	GOVT COMPREHENSIVE DAY SECONDARY SCHOOL, BAUCHI	104	21
42	GOVERNMENT DAY SECONDARY SCHOOL KOFAR WAMBAI	75	15
43	GOVT. COMPREHENSIVE DAY SECONDARY SCHOOL, IBRAHIM BAKO	25	5
44	GOVERNMENT DAY SECONDARY SCHOOL, KOFAR IDI	126	26

45	GOVERNMENT DAY SENIOR SECONDARY SCHOOL, ARMY BARRACKS	88	18
46	GOVERNMENT DAY SECONDARY SCHOOL, MIRI	24	5
47	JIBRIL AMINU MODEL SENIOR SECONDARY SCHOOL, BAUCHI	27	6
48	MARRIED WOMEN SECONDARY SCHOOL, BAUCHI	30	6
49	SPECIAL EDUCATION CENTER BAUCHI	19	4
TOTAL	**TOTAL**	**2,443**	**498**

Appendix I

BAUCHI STATE MINISTRY OF EDUCATION			
EXAM UNIT			
WAEC RESULT 2007 TO 2015			
YEAR	**N0 OF CANDIDATE SAT FOR WAEC**	**WAEC WITH UNIVERSITY REQUIREMENT CREDIT 5 AND ABOVE**	**PERCENTAGE**
2007	5,298	120	2.26%
2008	8,070	43	0.53%
2009	8,935	45	0.50%
2010	9,476	21	0.22%
2011	11,504	89	0.77
2012	17,667	180	1.01%
2013	18,827	459	2.43%
2014	19, 131	307	1.60%
2015	20,534	750	3.65%

Appendix J



THE WEST AFRICAN EXAMINATIONS COUNCIL

RESULT STATISTICS FOR WASSCE 2014 SUMMARY

		TOTAL NO OF CANDS.			5 Credits & above including English & maths			
S/N	Statename	Male	Female	TotalSat	Male	Female	Total	Percentage
1	ANAMBRA	23,009	28,709	51,718	14,985	19,109	34,094	65.92
2	ABIA	26,689	29,610	56,299	15,347	17,600	32,947	58.52
3	EDO	33,079	31,330	64,409	18,479	18,763	37,242	57.82
4	BAYELSA	10,585	9,345	19,930	5,562	4,967	10,529	52.83
5	RIVERS	31,897	32,461	64,358	16,566	17,402	33,968	52.78
6	ENUGU	20,425	25,686	46,111	10,787	13,148	23,935	51.91
7	LAGOS	71,700	74,864	146,564	32,334	34,885	67,219	45.86
8	IMO	21,900	24,459	46,359	8,514	10,325	18,839	40.64
9	DELTA	25,449	25,311	50,760	10,064	10,301	20,365	40.12
10	KADUNA	58,149	42,213	100,362	20,484	16,030	36,514	36.38
11	EBONYI	12,761	12,677	25,438	4,652	4,518	9,170	36.05
12	EKITI	11,373	10,905	22,278	3,570	3,960	7,530	33.80
13	ONDO	20,323	18,474	38,797	6,439	6,133	12,572	32.40
14	AKWA-IBOM	29,143	29,997	59,140	8,729	9,743	18,472	31.23
15	ABUJA	8,433	9,720	18,153	2,612	2,956	5,568	30.67
16	KWARA	18,302	15,543	33,845	5,058	4,941	9,999	29.54
17	KANO	42,089	23,990	66,079	10,892	7,611	18,503	28.00
18	OGUN	35,156	35,318	70,474	9,313	9,661	18,974	26.92
19	BENUE	29,339	21,794	51,133	7,884	5,851	13,735	26.86
20	KOGI	24,230	18,785	43,015	5,978	4,746	10,724	24.93
21	CROSS-RIVER	24,781	21,805	46,586	5,561	4,918	10,479	22.49
22	OSUN	24,421	23,251	47,672	4,665	4,651	9,316	19.54
23	PLATEAU	28,805	23,647	52,452	5,850	4,359	10,209	19.46
24	OYO	39,340	38,332	77,672	7,491	7,263	14,754	19.00
25	NASSARAWA	27,991	19,307	47,298	4,891	3,730	8,621	18.23
26	NIGER	31,025	20,790	51,815	4,982	4,229	9,211	17.78
27	TARABA	15,481	9,107	24,588	2,329	1,433	3,762	15.30
28	BORNO	19,350	12,633	31,983	2,845	2,021	4,866	15.21
29	KATSINA	30,298	13,245	43,543	2,868	1,681	4,549	10.45
30	ADAMAWA	17,700	12,535	30,235	1,510	1,136	2,646	8.75
31	JIGAWA	13,546	4,247	17,793	944	386	1,330	7.47
32	SOKOTO	18,321	7,070	25,391	1,193	616	1,809	7.12
33	ZAMFARA	21,976	7,391	29,366	1,337	617	1,954	6.65
34	KEBBI	19,074	7,541	26,615	1,356	320	1,676	6.30
35	GOMBE	12,356	7,146	19,502	593	514	1,107	5.68
36	BAUCHI	19,501	9,831	29,332	896	652	1,548	5.28
37	YOBE	11,049	4,261	15,310	487	256	743	4.85
	Total	929,045	763,330	1,692,375	268,047	261,432	529,479	31.29