

**INFLUENCE OF JOB RELATED FACTORS ON THE PERFORMANCE OF
ACADEMIC STAFF IN JIGAWA STATE COLLEGE OF EDUCATION, GUMEL**

BY

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DECLARATION

I hereby declare that this dissertation entitled “**Influence of Job Related Factors On the Performance of Academic Staff In Jigawa State College of Education, Gumel.**” has been carried out by me in the Department of Business Administration, Ahmadu Bello University Zaria, under the supervision of Dr. Abu Abdissamad and Prof. Suleiman Abdullahi Karwai. 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 the award of another degree or diploma at this or any other institution.

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CERTIFICATION

This dissertation titled: **“Influence of Job Related Factors On The Performance Of Academic Staff In Jigawa State College Of Education, Gumel”** by Zainab Inuwa Adamu meets the regulations governing the award of the degree of Master of Science (M.Sc.) in Business Administration of Ahmadu Bello University, Zaria and is, hereby accepted and approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to Professor Lawal Yazid Ibrahim and Hajiya Maimuna Aliyu Mohammed Shika. The successful completion of this thesis would not have been possible without the motivation, support, input, encouragement and cooperation of this great people. May Allah (S.W.T) reward you with the highest place in Aljannatil Firdausi (Ameen).

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ABBREVIATIONS

ASP	Academic staff performance
BURNOUT	Burnout
COMSAT	Compensation satisfaction
TRAINDEV	training and development
SCE	Supportive college environment
P-E	person environment
SET	Social exchange 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

ABSTRACT

Colleges of Education and other tertiary institutions like Universities assume the role of training and producing teachers to teach in junior secondary schools and primary schools in Nigeria. The success or failure of any college of education depends very much on the ability of the institution to train and develop its staff into a productive, competent and skilled work force which is capable of, and willing to work towards the realization of these objectives. Past studies have revealed that employee performance may be affected by factors such as training, burnout, organizational justice, compensation and environmental support. Therefore, the current study examined the Influence Of Job Related Factors On The Performance Of Academic Staff In Jigawa State College Of Education, Gumel. A total of 148 academic staff participated in the research. A survey research design was used and data were collected by using instruments adapted from past studies. The study employed partial least square structural equation modeling (PLS-SEM) using SPSS software. The results of the structural model showed that burnout, organizational justice, supportive college environment have significant negative effect on academic staff performance and Compensation and training and development have significant positive effect on academic staff performance in JSCOE Gumel. The study therefore recommended social intervention, training and development programs and fairness and justice should be exercised in organizational dealings.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

For any society to achieve meaningful growth and development, the socio- cultural, economic and political system must be improved. This is why most societies place much emphasis on the development of the individual as a means to national development. Education stems out to be one of the sure means of developing individual's potentials. In 1981, National Policy on Education postulated that education is the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources. Among the various educational institutions through which the nation hopes to achieve its vision is the Colleges of Education. The Nigerian colleges of education are institutions saddled with the responsibilities of producing teachers with Nigeria Certificate of Education (N.C.E) which is the minimum entry qualification into the teaching profession in the country. These categories of teachers are meant to teach pupils from Basic 1 to 9, that is, 6 years in primary school and 3 years in junior secondary school.

An important resource to any higher institution of learning is its academic staff as they play regular role that cannot be underestimated. Nowadays, the desire for a high level of academic performance puts a lot of pressure on academic staff, schools and in general the education system itself. In fact, it appears as if the whole education revolves round the performance of teaching staff, though various other outcomes are also expected from the system. Academic staff job performance can be regarded as an index of lecturer effectiveness, which refers to relationship between the characteristics of teaching and its effect on educational outcome in classroom teaching (Alabi, Murtala, & Lawal, 2012).The academic staff performance may be reflected by the student academic performance, the number of academic publications and

various academic conferences attended. To Platt (2010), the performance of employees is a combination result of effort, ability, and perception of tasks. It is imperative for organizational outcomes and success.

However, a number of factors may influence employees performance and these includes burnout (Khdour, Durrah & Harris, 2015 & Pourkiani, Farahmand & Pour, 2014), organizational justice (Costa & Costa, 2014; Manouchehri, Branch, & Katoul, 2014), compensation (Baba, 2015; Osibanjo, Adeniji, & Olubusayo, 2014; Ramzan, Zubair, Ali, & Arslan, 2014), training and development (Alice, 2014; Al-mzary, Mohammad, Mohammed, & Eid, 2015; Hafeez & Akbar, 2015; Khan, Osama, Haseeb, Waseem, Ayaz & Ijaz, 2016) and organization environmental support.

Job burnout is a state of physical, emotional and mental exhaustion that arises from successive emotional stress and will be more intense fighting with others for long periods. It describes the stress of being out of forbearance in employment opportunities that there will be no longer effective operation and fertility. In this situation it is possible that people become pessimists and if they cannot deal with the source of stress they may mainly just do gestures (Swider& Zimmerman, 2010) Job burnout is a sweeping and general phenomenon that is resulted from unique interaction of the character of the person with the environment and its result is a loss of motivation, enthusiasm, energy and a decrease in live performance. It shouldbe noted that job burnout is not just exhaustion after intense pressure from work but it can spread his overall style of life and his waking hours. According to Pourkiani (2014), burnout has many effects on personal and family lives, some most important of these effects are absenteeism from work, regular delays and disagreement in both the home and workplace, changing jobs and eventually leaving job and where this arise, employees performance is hampered. In colleges of education, lecturers perform numerous

responsibilities in addition to lecturing. The lecturers have to administer students' continuous assessment, attend conferences, seminars and workshops, write research papers and publish in recognized journals as well as engage in community services.

Organizational justice is an essential factor associated with the success of every organization. Akanbi and Ofoegbu (2013) opined that in order to keep employees committed to the organization, the organization needs to be fair in its system regarding organizational justice. Organizational justice perception is one of the important determinants of employee's perception of organizational commitment and puts stronger impact on different attitudes of the employees like turnover intentions, absenteeism, role breadth, job satisfaction, job performance, leader-member exchange, trust, leadership and organizational commitment (Ali, 2016). Similarly, Tan (2014) observed that employees with high perception of organizational justice are likely to show positive behaviors, while those with negative perception tend to show behaviors such as decreased effort and reduced commitment to their organization and their jobs. Organizational justice deals with the rules developed to distribute or to take decisions on allocation of acquisitions like tasks, goods, services, rewards, punishments, organizational positions, opportunities and roles among workers and group norms that constitute the basis for these rules.

Gunawan and Amalia (2015) asserted that one of the purposes of someone being the employee or a labor of a company is to earn an income in the form of wages or compensation. For organizations, compensation is a cost or expenditure, as well as an important tool to obtain competitive advantages (Lai, 2011). To him, it is an encouragement design whereby the contribution of employees is rewarded. A sound compensation system can stimulate employees to work harder, thus increasing productivity (Lin, 2000), and enhance job performance. Lin suggested that compensation is not simply a return for labor

service. It is an important tool that managers can use to influence and manipulate employee behavior. It is one of the key drivers of employee behavior because humans are naturally inclined to perform better when they perceive that they will get sufficient payment or returns from their efforts. While people exert effort for different reasons, today's competitive economic environment coupled with the consumer society has made compensation arguably the most important motivation factor. Most people are motivated by money at least for their basic needs and wants.

Academic staff just like any other employee of organization is from time to time developed through training as improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market. Yusuf (2016) observed that with the emerging trends of education in Nigeria, the quality of academic staff of institutions is becoming increasingly threatened to the extent that some parents have developed the habit of rejecting some caliber of teachers. The academic staff has to keep abreast with the changes in teaching methodologies, pedagogies and curriculum and hence the, importance of training and development. This might be achieved by way of training and development of staff. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Obisi, 2001). Training and development are indispensable strategic tools for effective individual and organization performance.

Furthermore, employee work place environment, just like burnout, organizational justice, compensation and training and development, is a vital factor associated with employee behavioral outcomes. The type of workplace environment in which employees operate determines whether or not such organizations will thrive. This environment involves the physical location as well as the direct surroundings, behavioral procedures, policies, rules,

culture, resources, working affairs, all of which affects the ways employees perform their work (Heath, 2006). An effective workplace environment management entails making work environment attractive, comfortable, satisfactory and motivating to employees so as to give employees a sense of pride and purpose in what they do (Humphries, 2005). Employees will and are always satisfied when they feel their immediate environment; both physical sensations and emotional states are in support with their obligations (Farh, 2012) and how well employees connect with their organization's immediate workplace environment, affect to a great extent their error level, efficiency and innovativeness, association with other employees, absenteeism and, ultimately their retention (Leblebici, 2012). This study, therefore, is meant to examine the effect of burnout, compensation, organizational justice, environmental support and training and development on academic staff performance of Jigawa state college of education, Gumel.

1.2 Statement of the Problem

Colleges of Education and other tertiary institutions like Universities assume the role of training and producing teachers to teach in junior secondary schools and primary schools in Nigeria. It is in the realisation of the importance of teacher education in contributing to quality of academic performance that successive administrations in Nigeria at both State and National levels have been allocating a significant part of their annual budgets to education .Like any other organizations, the Colleges of Education are faced with the problems of encouraging employees to work productively and qualitatively towards the achievements of their set objectives. The success or failure of any college of education depends very much on the ability of the institution to train and develop its staff into a productive, competent and skilled work force which is capable of, and willing to work towards the realization of these objectives. However, Hameed and Waheed (2011) asserted that firm's crucial component is

its employee and their success and failure depends on performance of employee. Impliedly, the success or failure of any academic institution is dependent on the academic staff of such institution.

Past studies have revealed that employee performance may be affected by factors such as training and development (Al-mzary et al., 2015; Alice, 2014; Elnaga & Imran, 2013; A. A. Khan et al., 2016; R. A. G. Khan, Khan, & Khan, 2011), burnout (Khdour et al., 2015; Pourkiani et al., 2014), organizational justice (Costa & Costa, 2014; Manouchehri et al., 2014), compensation (Baba, 2015; Osibanjo et al., 2014) and environmental support. However to the knowledge of the researcher, none of the studies reviewed have empirically examined the combined effect of these factors, under the current context, on the performance of academic staff of JSCOEG Gumel, Jigawa State.

In a study of the effects of staff perception of organizational justice and culture on organizational commitment in Turkey, Yavuz (2010) suggested that the concepts of justice should be evaluated within different cultural environments and in different countries. Similarly, Khan et al., (2016), in their examination of influence of training and development on employee performance, suggested that researchers can conduct same research in any other sector like that of education sector or hospital sector or some other industry like hotel industry or medicine industry. To them, research of this nature can be replicated in any other cities, provinces or any other country. In 2015, Gunawan and Amalia asserted that one of the purposes of someone being the employee or a labor of a company is to earn an income in the form of wages or compensation. Compensation constitutes one of the fundamental tasks in human resources management. In addition, within the work context, burnout have been linked to reduced staff performance and high absentee rates which in turn have negative

effects on the overall performance of organizations (Maslach et al., 1999). It is within this context of literature that the present study was initiated.

However, creating a work environment which promotes wellbeing of employees and increase individual performance is viewed as a strategy for enhancing organisational efficiency and productivity. Employees normally have expectation and will demand a workplace environment that facilitates them to perform their work optimally. The type of workplace environment in which employees operate determines whether or not such organizations will prosper (Chandrasekhar, 2011). An enabling workplace environment must thus be the major attribute to improving performance and subsequently sustained returns (Abdulla, Baker & Vlastic, 2010).

Though the findings of the studies mentioned above may be crucial as they may apply in some situations, it is not clear whether these results would uniformly persist for other countries and sectors as well all classes of employees as Lok and Crowford (2004) noted that culture can influence research findings and which at present created a knowledge gap. It is on the basis of this gap and suggestions by studies that the current study is inclined to examine the effect of burnout, compensation, environmental support, organizational justice and training and development on the performance of academic staff of JSCOE Gumel, Jigawa State.

1.3 Research Questions

The study is guided by the following questions:-

- i. To what extent does burnout affect academic staff performance in JSCOE Gumel? How does compensation affect academic staff performance in JSCOE Gumel?

- ii. To what extent does organizational justice affect academic staff performance in JSCOE Gumel?
- iii. How does college environmental support affect the academic staff performance in JSCOE Gumel?
- iv. To what extent does training and development affect academic staff performance in JSCOE Gumel?

1.4 Research Objectives

The study will attempt to answer the following questions.

The main objective is to examine the effect of burnout, compensation, organizational justice, environmental support and training and development on academic staff performance of Jigawa State College of Education, Jigawa State. The specific objectives are:

- i. To determine the effect of burnout on academic staff performance in JSCOE Gumel.
- ii. To examine the effect of compensation on academic staff performance in JSCOE Gumel.
- iii. To determine the effect of organizational justice on academic staff performance in JSCOE Gumel.
- iv. To examine the effect of college environmental support on the academic staff performance in JSCOE Gumel.
- v. To determine the effect of training and development on academic staff performance in JSCOE Gumel.

1.5 Research Hypothesis

H₀₁: Burnout has no significant negative effect on the academic staff performance in JSCOE Gumel

H₀₂: Compensation has a significant effect on the academic staff performance in JSCOE Gumel.

H₀₃: Organizational justice has a significant effect on academic staff performance in JSCOE Gumel.

H₀₄: College environmental support has a significant effect on academic staff performance in JSCOE Gumel.

H₀₅: Training and development has a significant effect on academic staff performance in JSCOE Gumel.

1.6 Significance of the Study

Management is basic to the development of any society and the teacher is the focal point. Teacher is the core of management project as excellent teacher means good management and thus at present, raised serious concern about the output of academic staff of JSCOE Gumel. Jigawa State College of Education Gumel, has been observed to have relatively low quality owing to their role in providing education in the state, it becomes imperative to conduct this study in order to provide appropriate recommendations towards improving and raising the standard of the institution.

The results of this study will play an important role for Jigawa State government and those at the helm of affairs of JSCOE Gumel to take due care of academic staff training and development requirements. Furthermore, it will be useful for Jigawa State government to

devise such a service structure for JSCOE Gumel academic staff that can enhance the efficiency and effectiveness of workers and ultimately improve the level of education in the country.

The outcome of this study will help the college administration to design and implement the policies to improve the academic staff performance and the quality of education by changing their attitude towards their tasks, facilitating students and improving the teaching procedures.

It is also expected that the findings of this study will be useful to professionals in understanding various trends concerning employee performance. That means it will add to the existing body of knowledge by identifying the causes of employee performance and further studies on various measures that can be taken on minimizing this problem. The findings, recommendations and the relevant literatures or theories of this study would be useful in providing direction for the further research which investigates the effect of burnout, organizational justice, environmental support, training and development and compensation on employee performance.

The findings and recommendations would be a resource for management of Jigawa State College of Education Gumelin determining appropriate strategies for reducing burnout experienced by their academic staff and improving their perception towards organizational justice, compensation and consequently improve their performance.

1.7 Scope of the Study

The study focused on academic staff of Jigawa State College of Education Gumel from 2013-2018. It is a cross-sectional study. The study determines the effect of burnout, organizational justice, compensation, environmental support and training and development on the performance of academic staff of Jigawa State College of Education Gumel, Jigawa State.

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 development, burnout, organizational justice, environmental support and compensation. The 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 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

Performance has many and various definitions, as a widely research topic. It is known that performance can either be good or bad. This is true on an individual and organizational basis. On an individual level, performance can be the record of a person's achievements (Armstrong & Baron, 2006). On an organizational front, performance would encompass all and sundry from the input (behaviour) of the employees to the output (result) (Armstrong & Baron 1998), as well as the efficiency of the systems and processes employed to execute the tasks. Employee performance is originally what an employee does or does not do.

Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Gungor, 2011). It is typically viewed as fundamental or in-role responsibilities that employees are hired to perform in exchange for their compensation packages (Rousseau & McLean Parks, 1993). Individual performance is a major concept within work and organizational psychology (Sonnetag & Frese, 2002). It is

considered as an output of a staff on the job, measurable in terms of quality and quantity of job performed or done. This implies that there is a level of job performance that is expected by every organization from its employees

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. Employee performance is composed by the behavior of the employee and outcomes which come when the tasks of job are completed by using specific abilities and these results are measured by various scales (Imran & Tanveer, 2015).

2.2.1 Types of Employees Performance

In 2015, Díaz-vilela, Rodríguez, Isla-díaz, & Díaz-cabrera noted two major types of performance to includes task and contextual performance. Diaz-vilelaet'al noted that during the last two decades or so, an important distinction has been established these types of work performance:

2.2.1.1 Task Performance

Task performance refers to the prescribed role an employee should comply with in order to attain organizational goals. Task performance reflects how well an individual performs the duties required by the job. It can be defined as the efficacy with which incumbents perform activities that contribute to the development of the organizations technical core (Díaz-vilela, Rodríguez, Isla-díaz & Díaz-cabrera, 2015). Task performance was defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core. 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 framework of performance observed 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, also called citizenship performance, involves those behaviors not directly related to job tasks, but having a significant impact on organizational, social, and psychological contexts. These behaviors serve as catalyzers for the efficient undertaking of the entrusted tasks. Where individuals invest energy into their work roles, they should have higher contextual performance, which relates to an individual's propensity to behave in ways that facilitate the social and psychological context of an organization. In this type of performance, the initiative, support, and persistence that employees demonstrate is more important than the technical competence displayed (Poropat, 2002). According to Ployhart, Schneider, Schmitt (2006) contextual or civic activities support and create the context or social environment in which the technical core of the organization must function, while task activities serve to support and create the technical core itself.

To Viswesvaran and Ones (2000), 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-role performance (Maxham, Netemeyer& Lichtenstein, 2008), organizational citizenship behavior (Viswesvaran& Ones 2000) or interpersonal relations (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 Determinant of Employee Performance

Iqbal, Ijaz, Latif, and Mushtaq(2015) identified the factors affecting employee performance at work place to include working hours, trainings, communication barriers, stress and financial rewards. These variables are described in different studies that affect the performance of employees at work place. To them, Long working hours have negative effect on employee's performance as well as on their families, the employer and community. Also, to perform new assignments, knowledge about their surrounding development and most importantly to keep them alive with the advancing technologies; trainings can play critical role.

Iqbal et'al further noted that Stress exists in every organization either big or small the work places and organizations have become so much complex due to which it exists, work place stress has significant effects over the employees job performance, and the organizations. Stress has negative relationship with the employee's performance. Communication barriers create huge hurdles for employees to discuss their routine problems and to get their solutions from the upper management. So when they feel confused to talk with their managers they feel

hesitation and fear that they will be scolded and abused by their manager and decide at their own which may lead them towards wrong decisions and it can affect their efficiency. If the performance is backed by financial rewards, then employees work more energetically. It is considered a great motivator for the employees. Incentives increase the employees' commitment which ultimately results in good performance. Assigning financial benefits result in the positive performance of employees at work.

2.2.3 Impact of Employee Performance on the Organization

Employee performance is the step towards achievement of organizational aims. Hence more effort is required to improve the employee performance. Tarantino (2005) argued that business managers fail to appreciate their people, even though they claim their employees are more important than other assets. High performing employees grow business organization and improve efficiency. Further to this, an increasing number of businesses are making efforts to increase employee performance that can possibly business successes. 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.

2.3 Concept of Burnout

Job burnout is a far-reaching and general experience that is resulted from unique interaction of the character of the person with the environment (Swider& Zimmerman, 2010) and its result is a loss of motivation, enthusiasm, energy and a decrease in live performance (Freudenn, 1975). Conceptually, it is a state of physical, emotional and mental exhaustion that arises from consecutive emotional stress and will be more severe fighting with others for

long periods (Corey, Corey & Callanan, 1988). Job burnout resulting from stress is one of the unavoidable consequences and as long as the stress is not removed it will continue. Porter and Steers (1973) noted that job burnout reduces individual adaptation to stressors and it is a condition consisting of emotional and physical exhaustion, which causes negative self-concept in a person, negative feelings and mind set towards the job and lack of communication with clients while on duty. It is a term used to describe those who suffer the stress of being out of tolerance in employment opportunities that they have no longer effective operation and fertility (Pourkiani, Farahmand & Pour, 2014). In this situation it is possible that people become pessimists and if they cannot deal with the source of stress they may mainly just do gestures (Swider, Zimmerman, 2010). It should be noted that job burnout is not just exhaustion after intense pressure from work but it can spread his overall style of life and his waking hours (Hershen, David & Powell, 1995).

2.3.1 Dimensions of employee burnout

Maslach and Jackson (1981) identified three basic dimensions of job burnout to include emotional exhaustion, depersonalization and personal accomplishment.

2.3.1.1 Emotional Exhaustion (EE)

Emotional Exhaustion (EE) occurs when there is an awesome demand on an individual's time and energy. EE is known as a major dimension of burnout (Gaines & Jermier, 1983). It is a state caused by psychological and emotional demands made on people. Since EE is conceptualized as the first stage of burnout (Maslach & Jackson, 1981), EE is important as it is a point of possible managerial intervention in the burnout process. Maslach and Jackson (1986) identified emotional exhaustion as the most critical aspect among the dimensions of burnout. Employees whom come across emotional exhaustion feels overextended and overworked, where one dreads coming to work and faces lack of energy to face another day

at the job (Maslach & Leiter, 1997). In this circumstance, frustration and despondency takes over as the demand of the job continues to outperform the employability.

According to Westman and Eden (1997), EE is one of the factors that encourage employees to be more likely to withdraw from an organization. As a support to this view, meta-analytic findings and reviews reveal that emotional exhaustion is consistently positively related to intention to attrition and actual attrition (Swider & Zimmerman, 2010). When an individual is worn out, one's personal resources are spent and as a consequence, one engages in withdrawal and avoidant coping strategies to protect themselves from further disasters to their health (Halbesleben, 2006).

2.3.1.2 Depersonalization

Depersonalization (DP) emerges as an avenue or medium of defending oneself once one experiences emotional exhaustion. Withdrawing from job, no concern towards clients or programs or jobs and becoming cynical with management and other staffs are characteristics of employees who are experiencing DP (Maslach & Jackson, 1981). At this point, the employee exhibits harmful behaviours towards clients, employees and management. Campbell et al. (2013) states that individuals use withdrawal-based coping measure as the face resource loss and subsequent burnout which is the one way individual use to preserve the remaining resources such as commitment to organisation. Also known as cynicism, DP appears to be the most problematic. Acting as a defensive mechanism, DP arises when the shield of detachment is truly thick that no feelings and emotions are able to penetrate through. When detachment increases, the attitude of cold indifference to others' needs and a callous disregard for their feelings occur. The individual may derogate other people and put them down, uncivilised and lose the sense of courtesy, ignoring others' pleasant demands or fail to provide appropriate help, care and service. Cherniss (1980)

described a similar condition which includes withdrawal, hostility and indifference toward others as dehumanisation. With the development of Maslach Burnout Inventory–General Survey (Maslach et al., (1996) and Cherniss, (1980) argues that dehumanisation as being intrinsic to burnout, as it is concentrated solely on humanservices occupation only. However, DP is still a valid dimension in Maslach Burnout Inventory and widely used to measure burnout as well as quoted by other researchers as the basis for their own research and writing.

2.3.1.3 Personal Accomplishment

Personal accomplishment (PA) is reduced as EE and DP takes place, where employees will experience reduction in the sense of personal achievement which includes evaluating oneself unhelpfully to a point where he or she doubts the contribution and capabilities of their work (Maslach & Jackson, 1981). There are many contributors towards reduced PA. For example, when there is a lack of employee involvement in the decision-making process, an employee will experience less valued and not being a part of the team. Utility value is the extent how the task fits into an individual future plans. Lastly, cost refers to how the decision to involve in one activity limits access to other activities or in other words, sacrifice of an individual in order to accomplish a task. Therefore, individual with lack of PA would be experiencing low attainment value, intrinsic value, utility value and cost

2.3.2. Job Burnout Process

Maslach considers Job Burnout as a three-stage process includes:

Stage one: the individual feels emotionally fatiguing and empty, disabled and feels he has nothing to give to others. In fact job burnout can be considered as the cause of psychological disappointment, once the internal needs and desires of persons repressed under stress pressures, causing an emotional vacuum and a feeling of despair and creates loss and in such

a case, the person feels the environment and what has been imposed on him, is so worn-out that is not amenable to normal.

Stage two: In this stage one demonstrate more laxity and personal tasks at work is meaningless, at this stage, the employees, ignore clients and desert their troubles and demands. This stage of burnout can be seen as a kind of depersonalization connected with aggression and resentment, people are constantly accusing others for what has happened and fault them; repeatedly denied accountability and a kind of bigotry to criticism and lack of readiness to cope and cooperate and constant rumble are seen.

Stage three: one may conclude that he is unsuccessful and has no work to do, because of reducing desire to achieve personal and work goals, self reliance would be decreased and colleagues and clients would be target of feelings of anger, frustration, helplessness and hopelessness.

2.4 Concept of Compensation

Compensation just like other variables of the current study have been defined in different ways, it means something different to persons, organizations, society and it is important to all. Ali (2009) observed that, for individuals, compensation is not only the return of benefits, but it also reflects on individuals' efforts or achievements. To organizations, compensation is a cost or expenses, as well as a vital tool to obtain competitive advantages. Within society, compensation not only influences wealth distribution, but also signs of social fairness and justice. Khan (2011) further noted that Human Resources are the major drivers of the prosperity and success of any organization and unless the organization offers salary, rewards and due benefits according to its employees needs and wants it will not be able to achieve the highest level of efficiency and competency of its employees.

According to the American Compensation Association (1995), compensation is the cash and non-cash remuneration provided by an employer for services rendered. A compensation system is a support design whereby the contribution of employees is returned. An efficient compensation system can inspire employees to work harder, thus increasing productivity (Lin, 2000), and enhancing job performance. According to Henderson (1979), compensation is divided compensation into a reward system and non-reward system. In the former, enterprises distribute the returns to employees by money and various recompenses in the latter, enterprises provide spiritual, psychological and physical welfare activities to employees.

However, Hu (1993) was of the view that compensation has two meanings for managers: first, it is the main operational expenses of enterprises; second, it influences employees' work behavior and attitude. In order to provide a return to employee, Wang (1998) suggested that organizations should offer direct and indirect compensation to employees, including basic compensation, subsidies, reward and welfare. Huang (1997) divided compensation into a base level of compensation, subsidies and rewards. Basic compensation includes salary and benefits. Subsidies include payments for rental housing, transportation, benefits to relatives, compensation for special projects, overtime, delayed food supplies and danger pay allowances. Ponnu and Chuah(2010) identified rewards to include a performance reward, job reward, year-end reward, attendance reward, proposal reward and merit reward.

2.5 Concept of Environmental Support

An attractive and encouraging work environment can be described as an environment that attracts individuals into the health professions, encourages them to remain in the health workforce and enables them to perform effectively.

To understand the significant importance of workplace environment in the organization is to know that the human factor and the organization are synonymous (McGuire, 2009). Kohun (2002) define workplace environment is the sum of the interrelationships that exists within the employees and the environment in which they work (Kohun, 2002). According to Altman (2000), one aspect of the competitive challenges faced by organization lies in the management and integration of physical and psychosocial environments. By integrating a balanced workplace environment, the organization is optimizing, profitability and improving the company's popularity as a workplace; projecting a modern corporate entity, which in turn can help you attract highly qualified employees.

Architectural design influences the way people behave, with designers creating conditions that can hinder, discourage, guide, support or enhance users' behaviour (Gutnick, 2007). Most banks are beginning to reconsider how their work environment is designed and what facilities they offer to staff has far-reaching effects on their general performance. An enabling workplace environment must thus be the key feature to improving performance and subsequently sustained returns (Abdulla et'al, 2010).

Workplace environment is a concept, which has been operationalized by analyzing the extent to which employees perceive the immediate surroundings as fulfilling their intrinsic, extrinsic and social needs and their reason of staying with the organization (Haynes, 2008). He further adds that environment is a key determinant of the quality of their work and their level of performance. Heath (2006) states, the biggest goal of all the business organization are to increase their performance, thus maximizing profits.

The benefits of creating and maintaining a positive working environment are huge. Greater productivity, happier people, employee stability, business advantage, higher profits, greater security, and better health (Shrestha, 2007). Improving working environment results in

decrease in the number of error rates, complaints, absenteeism and hence increases performance. Govindarajulu (2004) also highlighted that in twenty-first century, businesses are moving towards more strategic approach of environmental management to enhance their performance through improving and managing performance level of employees.

The modern physical environment is distinguished by technology, computers, machines, general furniture and furnishings which continually affect the brain and health of employees (Stoessel, 2001). Organizations must ensure that the physical layout is covering all need of employees such as communication and privacy, formality and informality, functionality and cross-disciplinarily (White, 2001).

2.5.1 Physical Factors of the Workplace Environment

The ability of the physical workplace environment to affect behaviors and to create an image is particularly noticeable for service businesses. The physical environment comprises components of the tangible workplace environment which includes spatial layout and functionality of the surroundings (Kohun, 2002). Spatial layout refers to the ways in which machinery, equipment, and furnishings are arranged, the size and shape of those items, and the spatial relationships among them. Becker (2002) noted that the spatial layout of furniture was found to influence the amount and nature of conversation between individuals. Functionality refers to the ability of the same items to facilitate performance and the accomplishment of goals. The performance will be affected by how well people fit with their physical workspace and physical work environment (Srivastava, 2008).

In a wider perspective, the physical workplace environment include but not limited to the comfort level, freshening, heating, natural lighting and artificial lighting. The above attributes assist on the functional and aesthetic side, and design of the workplace environment that ultimately help improve the employees experience and call for better performance

(Temessek, 2009), in the same way, if the tasks to be performed are very complex, efficiency of layout and functionality will be more important than when the tasks are mundane or simple.

The layout and designs of an organization suggest that certain dimension serves a symbolic function by connoting meanings and images about organizations and further how their employees are to be engaged (Challenger, 2000). In line with this, it is suggested that staff will tend to identify more with these attributes which improve performance. Doman (2008) contend that informal seating arrangements, such as chairs placed at a right angle aid social interaction, where as formal seating arrangements, such as chairs placed back-to-back discourage social interaction (Doman, 2008). This also demonstrates how style of furnishings and other physical symbols may come to serve a symbolic function.

2.5.2 Psychosocial Factors Affecting Employees' Performance

One of the most important issues in contemporary and future societies is the psychosocial factor of the work environment. According to Eriksson (1996), psychosocial environment is the result of an interface between the work organization and the individual. It is those factors that are determined by work content, its organization and the social relationships at the workplace. They refer to the interactions between the environment and working conditions, organizational conditions, functions and content of the job, effort, workers individual characteristics and those of members of their families (Vischer, 2008). The nature of the psychosocial factors is complex, covering issues relating to the workers, general environment and work. Noe (2008) define employee workplace welfare in terms of six key areas: a manageable workload; some personal control over the job; support from colleagues and supervisors; positive relationships at work; a reasonably clear role; and a sense of control or involvement in changes at the workplace. Individual associations with the working

environment are important as they impact upon the ability of the individual to take control of their work and the level of stress they experience within the workplace (Warr, 2002).

2.6 Concept of Organizational Justice

Organizational justice is viewed as an important subject in the management field, this subject has been increasingly discussed in several research and studies dealing with the organizational behavior and the knowledge development of the human resources in organizations, and it helps create the appropriate organizational culture required for administrative, human, and societal purposes. Organizational justice describes the individual's and the group's perception of the fairness of treatment received from an organization and their behavioral reaction to such perceptions (James, 1993). According to Muharram-Zadeh (2012), organizational justice refers to the fair and equitable behavior of the organizations with their employees. Organization who desires to have its objectives fully achieved will need clear mission, optimal strategies, organizational structures and efficient job design, competent and committed manpower (Muharram-Zadeh, 2012).

Organizational justice has the potential to create enormous benefits for organizations and employees, the benefits include more trust and commitment (Cropanzano & Rupp, 2008). Greenberg and Baron (2009) defined organizational justice as the study of people perceptions of fairness in organization. It is the achievement degree of equality and fairness in rights and obligations that reveal relationship of the individual with the organization. The idea of justice represents the principle of fulfillment of obligations by the employees towards the organization they work in and establishment of the required organizational trust between both parties the achievement degree of equality and fairness in rights and obligations that reveal relationship of the individual with the organization. The idea of justice represents the

principle of fulfillment of obligations by the employees towards the organization they work in and establishment of the required organizational trust between both parties.

Organizational justice describes the individual's perception of fairness in organizations, his behavioral reaction to such perceptions and to show how these perceptions affect organizational outcomes such as organizational commitment and job satisfaction (Noruzy, Shatery, Rezazadeh, & Hatami-Shirkouhi, 2011). Injustice decreases job performance as well as decreasing the quality of work and the degree of cooperation among workers (Fatimah, Amiraa & Halim, 2011).

2.6.1 Types of Organizational Justice

Researchers of Organizational behavior identified four types of organizational justice: distributive, procedural, interactional, and informational justice (Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y., 2001; Colquitt, Greenberg, & Zapata-Phelan, 2005).

2.6.2 Distributive Justice

Organizational distributive justice refers to the fairness in the distribution of results such as salaries, social rights and aids to the staff and prizes. The fundamental principle in distributive justice is that individuals should think that they get a share from the distributed sources fairly. To Greenberg and Baron (2008), distributive justice is a form of organizational justice that focuses on peoples beliefs that they have been allotted with fair amounts of valued work-related outcomes for instance pay, recognition etc. Similarly, Yavus (2010) sees distributive justice is a perception of justice that encompasses the perceptions of the employees regarding fair distribution of resources among the members of the organization. Employees are likely to compare the fairness of their outcomes with those of similar

employees based on their level of inputs within the organization to determine their perceptions of fairness (Colquitt, Greenberg & Zapata-Phelan, 2005). An employee will feel that distributive justice exists if resources are distributed equitably across employees within his or her organization relative to their inputs (Mishra, Mishra, & Lee Grubb, 2015). The fundamental principle in distributive justice is that individuals should think that they get a share from the distributed sources fairly (Ozdevecioglu, 2003).

In 2008, Greenberg and Baron identified three rules that could lead to distributive justice if they are applied appropriately and these according to them includes equality, where each person is given the same, equity, where each person is given in accordance with their contributions, and need where each person is given in accordance with what they require most urgently. Distributive justice is concerned with the reality that not all workers are treated in a similar manner; the allocation of outcome is differentiated in workplace (Cropanzano & Rupp, 2008). Konovsky (2000) stated that much of the research on organizational justice focuses on the distribution of rewards associated with it. Individuals evaluate the fairness of the exchange between people and organizations by the comparison between inputs and outputs (Yi and Gong, 2008).

Distributive justice seems to play an important role for employee in evaluating their employing organization (Loi, Hang-Yue, & Foley, 2006). In fact, It has been argued that it is impossible for employees to trust, have a sense of belonging and be committed to an organization which is inequitable in the manner it treats its employees (Baharyfar, Ali, Javaheri, Kamal, Ahmed, Seyyd & Aliakbar, 2011). In a related argument, Dirks and Ferrin (2002) suggested that a perception of fairness leads employees to be more trusting of the organization and its leaders and Lee, Singhapakdi and Sirgy (2007) argue that employees

would only be more attached to their organization if they cannot obtain the same benefits in another firm.

2.6.3 Procedural Justice

The term procedural justice was firstly used by Thibaut and Walker in 1975. According to them, It refers to the fairness of policies, procedures and procedural methods used for the determination and measurement of the factors such as payments, working conditions, promotions, financial opportunities and performance evaluation and other benefits (Jahangir, Akbar & Begum, 2006). In other words, procedural justice means the perceived justice of the tools, processes and methods used in the identification of gains. Employees are not only concerned with what the decisions they are making regarding their organizational justice but also they consider the processes which determine these decisions. Mirmohhamdi and Marefat (2014) note that the word procedure as used in research in the field of organizational justice consists of a series of steps that guide actions and judgments in the allocation of resources. To Rezayian (2011).When people are dealing with these procedures they make judgment on the fairness of these procedures. In another view, Gulliceet *al.* (2015) explain procedural justice to mean the perceived justice of the tools, processes and methods utilized in the recognition of gains. Procedural justice may also express the situations which cannot be explained by distributive justice in organizations (Çakmak, 2005).

On their part Nadiri and Tavana (2010) see Procedural justice as the perceived fairness of the processes that organizations use to make decisions about the distribution of resources in an organization, while Khan and Habib (2011) argued that procedural justice is the perceived fairness and the transparency in the decision making procedures followed in resource allocation or disputes resolution. People desire to participate in the decision-making processes in organizations and assume control (Nadiri&Tavana, 2010). Employees are not

only interested in fair outcomes but also interested in fair process for the determination of their outcomes (Aslam&Sadagat, 2011). An instrumental model by Thibaut and Walker's (1975) proposed that procedural justice resulted in more controllable and predictable outcomes so it was highly valued.

Greenberg and Colquitt (2005) gave criteria for procedural justice to include important factors such as voice in making of decisions, consistency when applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias. Procedural justice has great impact in the organization this is because fairness does not mean that employees are only interested in fair outcomes (distributive justice) but they are also concerned in fair processes used in arriving at their outcomes (procedural justice). Abu-Elanine (2010) observed that it is a key concern of every organization to maintain procedural justice as a regular practice because decisions based on unjust practices are not accepted by employees. In case of procedural injustice people do not only consider their outcomes as unfair but also reject the entire system if they consider the outcomes to be unfair (Greenberg & Cropanzano, 2001). People's tendencies to follow company rules were found to be affected by procedural justice practices and therefore top levels officials were advised to promote procedural justice which would make it easy for employees to follow organization rules.

2.6.4 Interpersonal Justice

Introduced by Bies and Moag (1986), interpersonal or interactional justice is the quality of inter-personal relationships that would make employees feel to be treated fairly. It also refers to executives being honest to employees, valuing, respecting and informing them during the management processes. In other words, interactional justice is the perceived justice of how intra-organizational decisions have been or will be informed to employees (Barling & Phillips, 1993). Interpersonal justice is a compliment of procedural justice (Aydin &

Kepenekci, 2008). Interpersonal justice focuses on the aspects of interpersonal and group communication (Mirmohhamdi&Marefat, 2014) where certain behaviors are recognized as fair whereas other behaviors are considered as inappropriate and unfair. According to Greenberg and Beron (2008) interactional justice means people's perceptions of the fairness of the manner in which they are treated by others, especially those in authority. According to Chuang, Lee and Shen (2014), interpersonal justice evidenced by supervisors' respectful and polite treatment of employees can reduce employee's perception of damaged self-esteem when they seek negative feedback. The degree to which people are treated with courtesy, decorum, and respect by authority figures involved in executing procedures or determining outcomes.

2.6.5 Informational Justice

Green berg and Baron (2008) defined Informational justice as people's perceptions of the fairness of the information or data gathered and used as the basis for making a decision. studies have shown that there is higher level of justice in perceptions of employees when people explain outcomes with high informational justice(detail), and when outcomes were explained to them in a manner that showed a message of dignity and respect to them (high interpersonal justice). Where both informational and interpersonal justice were combined, then the results were additive, and together their results will be overblown (Colquitt, 2001).Informational justice plays avital role in the success of an organization because people perceive that organizational decisions are based on reasonable information. To Greenberg and Baron (2008), Informational justice consists of factors that enhance individual perceptions of efficacy of explanations provided by organizational agents. Srivasta (2015) identified these factors to include perception of organizational agents' truthfulness and justification.

2.7 Concept of Training and Development

Staff training and development, according to Cumming (1980), means the provision of facilities and opportunities for people to acquire the skills and knowledge needed to perform the jobs for which they are employed, and to develop their own personal potentials to meet the present and future needs of organizations. Training and development is a techniques use to transfer to the employee's relevant skills, knowledge and competence to improve employee's performance on current jobs and future assignment (Katou&Budhwar, 2006). The main idea that each one of them highlighted in their studies is the workforce capability enhancement.

2.7.1 Importance of Training and Development

Employees' training and development is a tactical determination to aid learning of the job related knowledge, skills, ability and behavior that are crucial for efficient performance capable of enhancing organizational effectiveness (Noe, 2000). Effective training and development programs aimed at improving the employees' performance. Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. Training refers to bridging the gap between the current performance and the standard desired performance. Training is requisite to enhancing workers capability, reasoning faculty and competence which will improve organizational performance (Bowen &Ostroff, 2004) and as well help in gaining competitive edge. Training and development increases employees' efficiencies, novelty, invention, capacity to accept new technologies and techniques (McNamara, 2008). It is important to note that organizations must be able to identify the needs for training and development and select techniques suitable for these needs, plan how to implement them and thereafter evaluate outcome (McCourt & Derek, 2003). In line with this, it is clear that training

programs not only develops employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage.

Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Elnaga & Imran, 2013). They suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Elnaga and Imran(2013), trained employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance.

2.8 Review of Empirical Studies

The study under this section, reviewed some related empirical studies of all the variables under study. Related empirical works were reviewed base on the various relationships between the predictors and criterion variables.

2.8.1 Burnout and Employee Performance

Pourkiani et al., (2014)investigated the relationship between job burnout and job satisfaction among employees of social security organization. The population of this research was 2610 staff of the social security organization and sample size was selected on the basis of Gerjisy and Morgan table. To collect the data, Maslash Job Burnout questionnaire was used and to measure job satisfaction a questionnaire developed by Visuki and Chrome was used. The reliability of the questionnaires was calculated by the Cronbach's alpha and it was respectively 0.892 and 0.851. To analyze the test data, firstly Kolmogorof - Smirnof test was

used to evaluate normality of the data and then research hypotheses were tested using the Pearson correlation test. Results of the data analysis showed that there is negative relationship between job burnout and job satisfaction and components of emotional exhaustion, depersonalization and lack of personal success are negatively correlated with job satisfaction.

Jankome and Ritacco (2013) in Botswana assessed the impact of stress and burnout on employees' performance. Data was collected from 93 employees of the electricity utilities company (BPC) using anonymously structured questionnaires. Findings were that Loss of profit at BPC may be related directly to the stress that is perceived by employees. The impact of stress on employees is negative, resulting in loss of productivity and subsequent loss of profit by the organization. Jankome and Rittacco opined that Stressed and "burnt out" employees are not able to produce results optimally because of the behavioural, cognitive and physiological challenges they have to deal with. When employees do leave since the intention to leave is high, the replacement costs as well as the burdened workload on the remaining staff are insurmountable. Organisations are called to monitor stress and burnout levels of employees in utilities" and introduce structures and plans to reduce or eradicate the negative impacts of stress and burnout.

2.8.2 Compensation and Employee Performance

Güngör (2011) examined the relationship between the reward management system applications and employee performance of bank employees on global banks in Istanbul. It also focuses on the role of motivation as an intervening factor. According to the literature review on the previous studies it is proven that organizations use reward systems and strategies to motivate their employees and to increase their performance. This study will have lots of contributions to the business world. Organizations may improve or change their reward systems to survive in today's environment with the help of this study. They may

renew their reward systems and put more efficient and effective ones. In this study, employee performance effectiveness is determined on reward systems. At the beginning of the study, there is a literature review and there are hypotheses concerning the effects of reward management system and motivation on employee performance. Secondly, theoretical framework is discussed through the effects of reward management system applications and motivation on employee performance. Finally hypotheses are tested using data from 116 bank employees in 12 global banks and research results or findings are analyzed.

Ramzan et al, (2014) in Pakistan investigated the impact of compensation on employee performance. The study developed a scale to collect the data on the factors related to compensation like salary, rewards, and Indirect Compensation and employee performance. The data collected were analyzed in SPSS 17.0 Version using different analytical and descriptive techniques. The results showed that Compensation has positive impact on employee performance. It was proved from correlation analysis that all the independent variables have weak or moderate positive relationship to each other. Regression analysis shows that all the independent variables have insignificant and positive impact on employee performance. Descriptive analysis also reveals that all the independent variables have positive impact on employee performance. However, for the researcher to have developed a scale, its validity and reliability may be questionable.

Also, Gunawan and Amalia (2015) examined the moderating effect of quality of work life on the relationship between wages and employees' performance. It utilized primary data through structured questionnaires. With a stratified random sampling of 100 employees in a manufacturing company and a linear regression and moderated regression analysis, the result showed a significant negative effect on the wages of employees' performance. Other finding is negative effect of wages which are moderated by the quality of work life is caused by the

effect of intrinsic motivation (quality of working life) is more powerful than extrinsic motivation (wages). Quality of work life is quasi moderators that weaken the wages variable. In Punjab, Yaseen (2013) assessed the various issues of compensation management for the doctors in civil hospitals and to explore that compensation has direct effect on doctors' satisfaction level. The study is a survey research conducted in well known civil hospitals of Punjab's main cities of Lahore, Faisalabad, Rawalpindi, Multan and Bahawalpur and primary data were assembled through questionnaire. The Findings were that pay, recognition, promotion opportunities and meaningful work are factors of compensation management which have direct effect on job satisfaction on doctors.

Baba (2015) examined the influence of remuneration and achievement motivation on employee performance Great Hall Industrial Crops Makassar. All employees at the Great Hall of the Office of Industrial Crops Makassar, amounting to 67 people, whose status as an organic employees and those still in the work contract or during the orientation process participated in the research. Due to the small population size or less than 100 people, the entire population is used as a sample(sample 100%). The analytical method used is multiple linear regression analysis. The results showed that the remuneration and achievement motivation significant effect on the performance of employees at the Great Hall of the Office of Industrial Crops Makassar, either partially or simultaneously with the level of a close relationship, where achievement motivation factor is the most influential factor.

In the empirical analysis of Lai (2011), on the influence of compensation system design on employee satisfaction, it was demonstrated that a positive correlation between employee satisfaction and job-based pay, skill-based pay and performance-based pay. In addition, some demographic variables reveal a moderating effect on the relationship. Furthermore, Osibanjo, Adeniji and Olubusayo (2014)examine the effect of compensation packages on employees'

job performance and retention in a selected private University in Ogun State, South-West Nigeria. A model was developed and tested using one hundred and eleven valid questionnaires which were completed by academics and non-academic staff of the university. The data collected were carefully analyzed using simple percentage supported by structural equation modelling to test the hypotheses and relationships that may exist among the variables under consideration. The results showed strong relationship between compensation packages and employees' performance and retention. The summary of the findings indicated that there is strong correlation between the tested dependent and independent variables (salary, bonus, incentives, allowances, and fringe benefits).

2.8.3 Environmental Support and Employee Performance

Samson, Waiganjo and Koima(2015) in Nakuru town investigated the effect of workplace environment on the performance of Bank employees in Nakuru Town. More specifically, the study sought to establish the extent to which physical workplace factors, psychosocial factors and the work life balance factors affect performance of Bank employees in Nakuru Town. 173 employees drawn via stratification responded to the survey research. The adopted descriptive statistics and multiple regression models were to analyze the data. The findings revealed that the physical aspects did not have a significant effect on employee performance while the psychosocial and work life balance factors were significant. The results therefore indicated that psychosocial aspects exhibited the strongest association with employee performance while physical aspects and psychosocial aspects were moderate.

also, Lee, Seo and Lee(2016) explored the impact of the work environment and work-related stress on turnover intention and analyzing the correlation between them. The study is a survey and 236 physical therapists working at medical institutions in the Daejeon and Chungcheong areas. A correlational and linear regression analyses were used to analysed the

data through SPSS 18.0 program. The results showed a statistically significant positive correlation between turnover intention and work-related stress but a statistically significant negative correlation respectively between turnover intention and work environment. Work-related stress had a significant positive impact on turnover intention and work environment had a significant negative impact on turnover intention.

Luthans, Norman, Avolio and Avey(2008) investigated whether the recently emerging core construct of positive psychological capital consisting of hope, resilience, optimism, and efficacy plays a role in mediating the effects of a supportive organizational climate with employee outcomes. Utilizing three diverse samples, results show that employees' psychological capital is positively related to their performance, satisfaction, and commitment and a supportive climate is related to employees' satisfaction and commitment. The study's major hypothesis that employees' psychological capital mediates the relationship between supportive climate and their performance was also supported.

2.8.4 Organizational Justice and Employee Performance

A study by Gulluce, Ozer, and Erkilic (2015) to examine the relationship between organizational commitment and organizational justice perceptions of employees working in private healthcare institutions in Van province found that distributive justice has a statistically significant correlation with commitment of the healthcare employees. The study concluded that the most important ways to increase the commitment of employees is executives being fair to them. For this reason, it is possible to increase their commitment through the development of their justice perceptions towards the management (Gulluce, *et. al.* 2015).

Ali and Saifullah (2014) in a study of distributive and procedural justice as predictors of job satisfaction and organizational commitment in the banking sector of Balochistan found that procedural justice had significant positive influence on organizational commitment of the

banking sector employees. . If teachers feel absence of justice or lack thereof, this might cause such behaviors which not only can harm them, but also result in students' poor learning/achievement and ultimately degradation in the organizational environment and outcomes (Tahseen&Saeed, 2016)

Niazi and Ali (2014) found that procedural justice had a positive impact on the organizational commitment of employees and a negative influence on the employees intention leave the job. They also found that procedural justice contribution to predict the commitment of the employees was greater than that of distributive justice. Likewise, Lambert *et al.*, (2005) found that perceptions of procedural justice had a greater impact on organizational commitment of employees than perceptions of distributive justice. In Colquitt *et al.*, (2001) meta-analytical review of organizational justice literature, it was observed that procedural justice was a significant predictor of organizational commitment. Later, Aryee, Budhwar and Chen (2002) and Ramamoorthy and Flood (2004) found that distributive justice was linked to higher level of organizational commitment. Zaman, Ali and Ali (2010) conducted a research on private school teachers of Pakistan and concluded that procedural justice had a positive influence on organizational commitment.

In a different study, Bakhshi, Kumar and Rani (2009) reported positive relationship between procedural justice and organizational commitment of medical college employees in India. Ponnu & Chuah (2010); Bakhshi, Kumar and Rani (2009) investigated the relationship of organizational justice and organizational commitment of the employees working in diverse organizations at Malaysia, and found that perceptions of procedural justice and distributive justice positively and significantly explained variance in organizational commitment. Nazari-Shirkuuhi & Dalvand Bakhshi, Kumar and Rani (2011) also found that management experts

of different universities reported higher levels of commitment with provision of distributive justice.

Fairness and justice offers opportunity to the employees to feel a sense of belonging which is considered a significant interpreter in organizational commitment (Ponnu & Chuah, 2010). Procedural and distributive justice gives the employees an opportunity to consider organizational decisions as legitimate and this legitimacy promotes commitment of the employees to their organizations (Tallman, Phipps, & Matheson, 2009). Masterson, Lewis, Goldman and Taylor (2000) espoused that organizational justice is an important forecaster of job satisfaction and employees commitment. Lambert, Hogan and Griffin (2007) furthermore, opined the significant positive associations of employees' perceptions of distributive and procedural justice with commitment to the organization. When there is justice in the organization, employees treat the administrators behaviour as fair, moral and rational. The fair distribution of organizational output and fair procedures influence the employee organizational behaviour and attitude (Brockner, Chen, Mannix, Leung, & Skarlicki, 2000).

Injustice that comes out in organizations in terms of delivering gifts equally causes conflicts (Yurur, 2005). The fact that workers' perception of organizational justice is high amplifies perception of organizational dedication and confidence as well (Polat, 2007). Contrary to other studies, Griffin and Hepburn (2005) reported that correctional officers at Arizona did not perceive any significant association among organizational justice and organizational commitment. In a study conducted by Ang, Van Dyne and Begley (2003) in Singapore on two workers groups regarding their feeling about distributive justice, foreign workers were not paid fairly according to their work so they showed higher levels of distributive injustice and their productivity reduced because they received less and as a result they produced less. This study showed that people were keenly sensitive to the fair and just distribution of

resources and rewards. Employees who perceived that they were treated fairly by the organization would try to maintain a long term relationship with the organization (Kim, 2009). This would eventually modify the behavior of the employees including creating more commitment towards that particular organization.

In a study to evaluate whether there was a relationship between organizational justice perceptions and organizational commitment levels of teachers working in a private educational institute in city of Konya, Yadigarjon and Aykut (2014) observed that organizational justice dimensions had a positive and significant relationships between organizational commitment types. The results indicated that normative commitment perceptions of the teachers increased directly in proportion to the increase in their distributive justice perceptions. The study concluded that treating people in the same position equally and applying rules and procedures of the institution to the employees fairly resulted in enhanced organizational commitment (Yadigarjon&Aykut, 2014).

Akanbi and Ofoegbu (2013) examined the role of organizational justice on organizational commitment in a food and beverage firm in Nigeria. The findings from the study showed that there was a significant relationship between distributive justice and organizational commitment. Based on the findings from this study, it was recommended that organizations should embrace justice in all their practices with the employees to bring about committed employees (Akanbi & Ofoegbu, 2013). In line with the finding, cemal (2014) in a study effect of organizational justice on organizational commitment in primary education institutions in Turkey found that teachers' perception of distributive justice had a positive and significant effect on their organizational commitment. Fields (2000) also found that distributive justice had a major impact on employees intention to remain in an organization. If people felt that their work assignments and rewards were fair, they would show more commitment to their

work. Greenberg and Baron (2008) note that organization officials should be very careful to adhere with distributive justice practices and ensure that good performance of employees are fairly rewarded.

Fariba, Rafei, Dehkordil, Sardar, Mohammadi and Yektayar (2013) examined the relationship between organizational justice and its relation with organizational commitment of the staff in directorate of youth and sport of Chahar Mahalva Bakhtiari. Results indicated a direct and significant relationship between interpersonal justice and organizational commitment. Consistent to this study, is the study of Chuang, Lee and Shen (2014) on multilevel perspective on the relationship between interpersonal justice and negative feedback-seeking, data involving 690 employees showed that individual-level interpersonal justice was related to employee negative feedback-seeking behaviour. Negative feedback-seeking behaviour refers to an effort to obtain information about inadequacies in work behavior and work performance (Chen, Lam, & Zhong, 2007). Also, Mohamed (2014) revealed in a study on the relationship between organizational justice and quality performance among healthcare workers that informational justice has more positive relationship with quality performance. These results supported Aryeet *al*(2002) who found a fair exchange relationship between managers and employees motivating employees to work in accordance to organizational norms that emphasize service quality.

2.8.5 Training/Development and Performance

According to Guest (1997) pointed out that training and development programs represent one of the vital human resource management practices that positively affect the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Aslam and Sadaqat (2011) in a study on investigating the relationship of organizational

justice on organizational citizenship behaviour among teaching staff of university of the Punjab, revealed a positive correlation between training and employee performance.

Sultana, Irum, Ahmed and Mehmood (2012) in Pakistan, examined the impact of training on employee performance in a telecommunication sector in Pakistan, the results indicated a strong positive correlation between training and employee performance. This is in line the position of to Wright and Geroy (2001) opined that, employee competencies changes through effective training programs. To them, training and development does not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thereby contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

Elnaga and Imran (2013) in the European journal espouse and studied the 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) in Pakistan 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.

Nkosi (2015) analyze the effects of training on employee commitment, retention and performance in a Local Municipality situated in Mpumalanga Province, South Africa. The study utilized convenience sample of one hundred and thirty employees were selected and participated in the study. 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.

Similarly, James and Daniel (2014) assessed the effect of training on the performance of staff in the public health institutions in Kenya. The was targeted at the doctors, clinical officers, nurses and subordinate staff serving in public health facilities within Siaya County. The data collected through self administered questionnaire was analyzed using SPSS. The study revealed that a strong positive relationship between training of employees and performance. This finding confirmed the assertion of Gamage and Imbulana (2013) that highly skilled, motivated and boosted morale workforce will be created if the organizations conduct training and development programs and follow them.

Alice (2014), in the European Journal of Business and Social sciences, studied the relationship between training and performance in the MFIs narrowing down to attitude, service delivery and job satisfaction. The study used questionnaires in data collection. The study made use of descriptive statistics to analyze the data and the result indicated that the three variables of training investigated were key in determining employee performance especially in service firms under which MFIs fall. The research has confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight.

Imran and Tanveer (2015) in Pakistan determined the influence of T & D on respondents' skills like Job knowledge, work quality and quantity, functional skills, and their motivation and loyalty. Data collection was done taking sample size of 150 employees while receiving 104 valid responses using convenience & referral sampling. Analysis was done through the application of frequency tests & bar charts on the response rates in SPSS. The major findings were that most of the employees agreed to item statements by making it clear that T & D had a positive impact on their Job knowledge, work quality & quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction. Hence, the study concluded up with T & D positively impacting the employees' performance in the banks of Pakistan.

2.9 Theoretical Framework

A number of related theories have been reviewed and they includes social leaning theory, job demand and control model, resource base view of the firm. However, the current study adopted the social learning theory as an underpinning theory for the study

2.9.1 Social Learning Theory (SLT)

The social learning theory was originally outlined in 1963 and further detailed in 1977 by Bandura and Walters. 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. 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). Reinforcement theory believed that training is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminate to promoting employees for outstanding performance, innovation, creativity as a result of training attended . The resource-based view (RBV) of the firm advocated that an organization can gain competitive advantage by attracting and retaining competent human resources and as well identify relevant training for them that will keep improving their capacity for optimal performance (Ahmad, Jehanzeb, Alkelabi, 2013). By implications, the effectiveness of training and learning depends on the pattern of the job related knowledge, skills, capability, competencies and behavior that are important for greater performance which invariably be capable of influencing organizational success.

2.9.2 The Job Demand Resource (JD-R) Model

One central assumption of the JD-R model is that although every occupation may have its own specific work characteristics associated with burnout, it is still possible to model these characteristics in two broad categories - namely, job demands and job resources. *Job demands* refer to those physical psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional)efforts and are therefore associated with certain physiological and/or psychological costs. Examples are a high work pressure, role overload, emotional demands, and poor environmental conditions .*Job resources* refer to those physical, psychological, social, or organizational aspects of the job that are (1) functional in achieving work goals; (2) reduce job demands and the associated

physiological and psychological costs; or (3) stimulate personal growth and development.

Resources may be located at the level of the organization.

2.9.3 Research Model

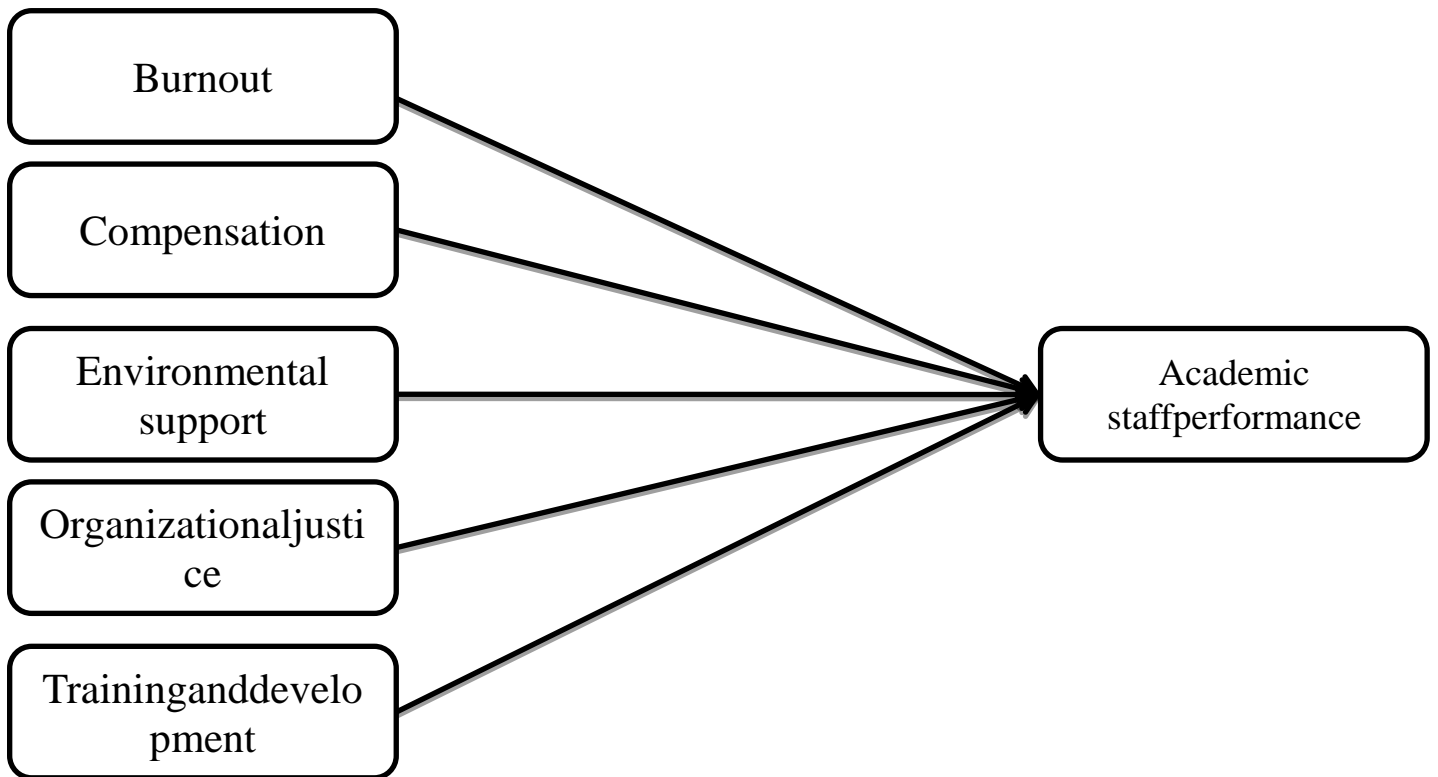


Figure 2.1
Research model

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is seen as the framework that is oriented towards discovering facts and associations to enable a more effective and efficient relation of man with his environment. This chapter is mainly concerned with explaining the research design, population, the sample design, the data collection procedure as well as the method that is used in analyzing data.

3.2 Research Design

The present study employed quantitative research approach to examine the effect of burnout, compensation, environmental support, organizational justice and training and development on the performance of academic staff of JSCOE Gumel. This is because the aim of this study is to test hypothesis and examine the effect of the predictor variables on the outcome variable. The study is a causal research and it is basically assumed that casual research is a quantitative research. Causal research, also called explanatory research is the investigation of (research into) cause-and-effect relationships.

Similarly, quantitative research approach includes a number of methods which includes survey, experiment, and interview among others. Thus, the present study employed survey method to collect data using self-administered questionnaire.

3.3 Population

The population of this study is comprised of all the academic staff of JSCOE Gumel totaling both male and female/senior and junior staff comprise of 272. This was obtained from the personnel of the open registry department of the institution as at 2012.

3.4 Sampling Design

The frame work for sampling in any quantitative research is important. Thus, this section discussed the sample size and procedure utilized in the study.

3.4.1 Sample Size

The study, using Krejcie and Morgan (1970), sample size table at 5% confident interval, arrived at 159 employees as sample size. Using the following parameters, the sample size result is as shown below.

Confidence level = 95%

Confident interval = 5

Population = 272 employees

Sample size = 159

For the purpose of increased representation, 30% of the sample size as recommended by Israel (2013) was added bringing the total to 228 ($159 + 30\% = 159 \times 1.3 = 228$). This takes care of other unavoidable errors such as incorrect filling and failure of some respondents to return questionnaire. The questionnaires were distributed to the participating employees with the aid of research assistants.

3.4.2 Sampling Procedure

In selecting study participants, staffs were randomly sampled for responses to the questionnaires. Due to the vast nature and geographical location of the state, it is difficult for the researcher to cover the entire tertiary institutions in the state. by issued questionnaires to the head of each department for distribution.

3.5 Sources of Data

Data can be sourced from either primary sources or secondary sources. While primary sources involve a first-hand data collected by means of questionnaire, interview, secondary sources includes data from journal, news papers, magazines, financial reports and others. The current study utilized data from primary source through the administration of questionnaires only.

3.6 Method of Data Collection

The researcher employed structured questionnaire. Questionnaire is simple and most widely used in a survey research as noted by Babbie and Mouton (2001) and it increases the chance of making the result more reliable and valid because of its tendency of eliminating personal bias. The questionnaire is divided into seven sections and all were in a close ended form. Section one addresses questions on individual employees demographic data, section two, three, four, five, six and seven address questions on employee performance, burnout, compensation, environmental support, organizational justice and training and development respectively. The questionnaires were administered by the researcher. The researcher has on this basis used items suitable in measuring the various constructs of this study from previous studies.

3.6.1 Measurement and Instruments

The instrument is a structured questionnaire measured in 5 point likert scale ranges from 1= strongly disagree to 5= strongly agree. A Five-point Likert-type scale was used to increase response rate and response quality. In addition, it is mostly recommended from previous studies (Dawes, 2014). Details of the questionnaire and the sources are provided below.

i. Personal Information

This section was designed to provide information on employees' socio-demographic variables such as age, sex; some of these variables serve as control variables in this study. The essence is to determine the nature and demographic distribution of the staff under study. There are 4 questions about the personal information from respondents in this part, they includes age, gender, education level and experience. Age was grouped into under 18, 18-25, 26-30, 31-35, 36-40, 41-45 and above 45; gender for either male or female; education level into NCE/Teacher's Certificate, degree, Masters and PhD level and years of experience were classified in 0-5, 6-10, 11-15,16-20 20-25 and above 25.

ii. Employee 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).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.

Table 3.1*Measure of employee performance*

S/NO	ITEM	
1.	I managed to plan my work so that it was done on time.	
2.	My planning was optimal.	
3.	I kept in mind the results that I had to achieve in my work.	<i>Koopman (2014),</i>
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),***iii. Burnout**

The Maslach Burnout Inventory was used to measure burnout. Nine (9) items measuring emotional exhaustion by Maslach and Jackson (1986). The present Cronbach alpha coefficient alphas of 0.91 was reported for emotional exhaustion

Table 3.2*Measure of emotional exhaustion (Burnout)*

S/N	Item	
1	I feel emotionally drained from my work	
2	I feel used up at the end of the workday	
3	I feel fatigued when I get up in the morning and have to face another day on the job	
4	Working with people all day is really a strain for me	
5	I feel burned out from my work	
6	I feel frustrated by my job	
7	I feel I'm working too hard on my job	<i>Maslach and Jackson (1986)</i>
8	Working with people directly puts too much stress on me	
9	I feel like I'm at the end of my rope	

Source: Maslach and Jackson(1986)

iv. Compensation

v. Supportive College Environment

Supportive college environment (SCE) was measured using the short version of survey of organizational support by Eisenberger et al.,(1986). Utilizing a short version of the scale is valid because the original scale is unidimensional and has a good internal reliability(Rhoades &Eisenberger, 2002).

Table 3.4

Measure of supportiveness of college environment

No	Item
1	The organization values my contribution to its well-being.
2	The organization fails to appreciate any extra effort from me
3	The organization would ignore any complaint from me
4	The organization really cares about my well-being
5	Even if I did the best job possible, the organization would fail to notice
6	The organization cares about my general satisfaction at work
7	The organization shows very little concern for me
8	The organization tries to make my job as interesting as possible

Eisenberger, Stinglhamber, Vandenberghe, C., Sucharski, I., & Rhoades, L. (2002).

vi. Organizational justice

For the instrument measuring organizational justice, five (5) items scale measuring distributive justice developed by Niehoof and Moorman (1993) was utilized.

Table 3.5

Measure of distributive justice (Organizational justice)

S/No	Items	Source
1	I have a Fair work schedule	
2	my pay level is fair	
3	I have a Fair workload	
4	I have a Fair rewards	Niehoof and Moorman (1993)
5	my job responsibilities are fair	

vii. Training and Development

The current study will utilize perceived access to training scale. 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.

Table 3.2

Measure of Training

No	Item
1	My organization provides its employees with good opportunities to undertake in-house job-specific training
2	My organization provides a good environment for new recruits to learn job-specific skills and knowledge
3	My organization provides its 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

Thanacoody & hui, 2011

Source: Newman, thanacoody & hui, 2011

3.6.2 Validity and Reliability

Validity and reliability are vital 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).

3.6.3 Validity

Validity is the extent to which any measuring instrument measures what it is intended to measure (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. For the purpose of this study, content validity and construct validity will be utilized.

3.6.3.1 Content validity

According to Thatcher (2010), Content validity is the extent to which an empirical measurement reflects a specific domain of content. Content validity ensures that a measure includes an adequate and representative set of items that tap the concept. Therefore, the higher the scale items represent the domain or universe of a concept being measured, the higher the content validity (Sekaran & Bougie, 2009). In the current study the instruments were validated by two experts in the field of Measurement Section, Department of Psychology, Ahmadu Bello University, Zaria.

3.6.3.2 Construct Validity

Construct validity is deals 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 multi-trait or multi-method 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 Fornel and Larker criterion and cross-loadings were employed for discriminant validity.

3.6.4 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 et al., 2013). Composite reliability (CR) coefficient of 0.70 and above is considered as reliably good (Streiner& Shannon, 1998).

3.7 Pilot Study

In order to assess the above mentioned validity and reliability of the adapted scales, a pilot study was conducted. A pilot study is a mini-version or short version of a full scale study or a trial run done in preparation of the complete study. Questionnaires were administered to 40 academic staff of JSCOE Gumel sampled conveniently. The following tables showed the reliability and validity values for the pilot test.

Table 3.6*Pilot test: Reliability and Validity (n=20)*

	Items	CR	AVE
Employee performance	5	0.733	0.528
Burnout	9	0.812	0.531
Compensation		0.749	0.619
Environmental support		0.832	0.764
Organizational justice	5	0.861	0.643
Training	5	0.726	0.525

Note: CR=Composite reliability and AVE = average variance extracted

As can be seen from Table 3.6, the reliability analysis for all constructs is achieved this is because each value is above the critical value of 0.7 as suggested by Hair et'al (2013). Also, the values of AVE for all the constructs are greater than .5 with minimum value of .508 which signifies that convergent validity requirement is met.

Table 3.7***Pilot test: Discriminant Validity (n=20)***

	1	2	3	4	5	6
Employee performance	0.727					
Burnout	0.299	0.728				
Compensation	0.631	0.456	0.787			
Environmental support	0.421	0.450	0.232	0.874		
Organizational justice	0.151	0.341	0.412	0.321	0.802	
Training	0.24	0.651	0.563	0.542	0.211	0.738

Similarly, the pilot study was also used to run the discriminant validity of the construct using the Fornell and Larcker's (1981) criteria. To fornell and larker (1981), discriminant validity with this criterion is achieved when the square root of the AVE of each reflective construct is higher than its correlations with any other construct of the study (Hair *et al.*, 2013). This is as shown in the table 3.7 above.

Table 3.8***Pilot test: Loadings***

Item	APS	BUNOUT	COMSAT	SCE	ORGJUST	TRAINDEV
APS1	0.665					
APS2	0.410					
APS3	0.898					
APS4	0.632					
APS5	0.564					
BUNOUR1		0.418				
BUNOUT2		0.810				
BUNOUT3		0.329				
BUNOUT4		0.832				
BUNOUT5		0.877				
BUNOUT6		0.767				
BUNOUT7		0.433				
BUNOUT8		0.746				
BUNOUT9		0.659				
COMSAT1			0.563			
COMSAT2			0.819			

COMSAT3	0.724	
COMSAT4	0.918	
COMSAT5	0.630	
COMSAT6	0.787	
COMSAT7	0.550	
COMSAT8	0.769	
COMSAT9	0.329	
COMSAT10	0.852	
COMSAT11	0.847	
SCE1	0.767	
SCE2	0.754	
SCE3	0.928	
SCE4	0.630	
SCE5	0.787	
SCE6	0.550	
SCE7	0.837	
ORGJUST1		0.329
ORGJUST2		0.832

ORGJUST3	0.686
ORGJUST4	0.870
ORGJUST5	0.737
TRAINDEV1	0.529
TRAINDEV2	0.832
TRAINDEV3	0.807
TRAINDEV4	0.787
TRAINDEV5	0.684

3.8 Data Cleansing and Preliminary Test

The data gathered were coded in SPSS (Statistical package for social science) version 20 after which the researcher subjected the data for cleansing and some preliminary multivariate regression assumptions tests in the following order.

Missing data are nuisance to researchers and primarily result from errors in data collection or data entry or from the omissions of answers by the respondents (Hair, Black, Babin, Anderson, & Tatham, 2013). Some people may not have answered particular questions in our proposed survey because of some common issue. Theron (2012) noted that missing values present a problem in research and have to be seen to before proceeding with analyses. In this study, missing values were assessed using frequencies in SPSS. However, where any missing values are discovered, the study will use serial mean to replace the missing value and this is as recommended by Lynch (2003). Tabachnic and Fidell (2013) recommended 5%.

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 (Tabachnic&Fidell, 2013). Outliers can influence a research results, pulling the mean away from the median. Multivariate outliers are sought using the transformed IVs as part of an IBM SPSS regression run, in which the mahalanobis distance of each case to the centroid of all cases is computed (Tabachnicet'al, 2013). Mahalanobis distance is distributed as a chi- square (X^2) variable, with degrees of freedom equal to the number of IVs. To determine which cases are multivariate outliers, one looks up critical X^2 at the desired alpha level.

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 et'al, 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 used 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 was not the case, the study used appropriate means such as log 10 to normalize the data.

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 et'al, 2013). The study utilized Variance inflation Factor (VIF) to test for multi-collinearity. Hair et'al

(2013) recommended that VIF value ≤ 4 suggests no multi-collinearity whereas a value of ≥ 10 implies serious multi-collinearity.

Confirmatory factor analysis (CFA) was conducted to validate the measurement model. It is a tool that is used to confirm or reject the measurement theory. To check the measurement model validity, the number of the indicators was used. For example, the factor loading latent variable should be greater than 0.7. Chi-square test and other goodness of fit statistics were used in the analysis.

3.8.1 Data Analysis

The study employed the Smart PLS 2.0 in order to compute the two basic model of PLS path modeling which includes measurement model and structural model (Anderson & Gerbing, 1988). Some of the reasons for the use of PLS were that it places a very flexible restriction in respect distribution and population of the study (Haenlein & Kaplan, 2004) and also has the possibility of providing a more reliable and accurate computations of mediating effect because its accounts for error that is capable of reducing the possible relationship as well as the improvement of the validation of the theory. In using PLS_SEM, there are basically two models, the measurement (outer) model and the structural (inner) model.

The measurement model is the part which relates measured variables to latent variables. It examines relationship between the latent variables and their measures. The study utilized the outer model to assess the reliability and validity of all constructs as well as the loadings of their indicators. In the measurement model, items loadings were examined and only items that loaded above 0.70 were retained (Fornell and Larcker, 1981). The internal consistency was measured by Cronbach alpha (CA) and composite reliability (CR). Average Variance Extracted (AVE) was also examined and to Fornell and Larcker (1981), a minimum requirement of 0.5 is acceptable.

The structural model was assessed to test the hypotheses of the study. The study also examined the quality of the model criteria. However, 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 effect of burnout, compensation, environmental support, organizational justice and training and development on academic staff performance it is important to carry out a boot strapping analysis. Boot strapping was done using appropriate subsamples and cases.

3.9 Justification of Methods

Regression analysis was chosen for the estimation of the coefficients, involving independent variables that best predict the value of the dependent variable. These was used to test the research hypotheses at 5% level of significance (95% confidence level), to test the several effects of independent variables on the dependent variable, convergent correlation was used to determine how strongly pairs of independent variables are related to dependent variable.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the results of data analyzed using PLS path modeling. The chapter begins by reporting the results of the initial data screening and preliminary analysis. Results of the descriptive statistics for all the latent variables are reported. Next, the main results of the present study are presented in two main sections. In section one; the measurement model was assessed to determine the individual item reliability, internal consistency reliability, convergent validity and discriminant validity. Results of structural model are reported in section two (i.e., significance of the path coefficients, level of the R-squared values, effect size, and predictive relevance of the model).

4.2 Response Rate

In this study, a total of 207 copies of the questionnaire were distributed to the academics staff of JSCOE Gumel. In an attempt to achieve high response rates, several phone call reminders (Salim Silva, Smith, & Bammer, 2002) were sent to respondents who were yet to complete their questionnaire after four weeks via group emails and notice boards (Dillman, 2000). Therefore, the outcomes of these attempts yielded 148 returned copies of the questionnaire, out of 207 copies of the questionnaire that were distributed to the target respondents. This gives a response rate of 71.50% based on Jobber's (1989) definition of response rate. Of these 148 copies of the questionnaire, 13 were unusable because a significant part of those copies of the questionnaire were not completed by the participants; and the remaining 135 usable copies of the questionnaire were used for further analysis. This accounted for 65.52% valid response rate. Therefore, a response rate of 65.52% is considered adequate for the

analysis in this study because Sekaran (2004) suggested that a response rate of 30% is sufficient for surveys (see Table 4.1).

Table 4.1

Response Rate of the Copies of the questionnaire

Response	Frequency /Rate
No. of distributed copies of the questionnaire	207
Returned copies of the questionnaire	148
Returned and usable copies of the questionnaire	135
Returned and excluded copies of the questionnaire	13
Copies of the questionnaire not returned	59
Response Rate	71.50%
Valid response rate	65.52%

Source: The Researcher

4.3 Data Screening and Preliminary Analysis

Initial data screening is very crucial in any multivariate analysis because it helps researchers identify any possible violations of the key assumptions regarding the application of multivariate techniques of data analysis (Hair et al., 2007). Additionally, initial data screening helps researchers to better understand the data collected for further analysis.

Prior to initial data screening, all the 148 returned and usable copies of the questionnaire were coded and entered into the SPSS. Subsequent to data coding and entry, the following preliminary data analyses were performed: (1) missing value analysis, (2) assessment of

outliers, (3) normality test, and (4) multi-collinearity test (Hair, Black, Babin, & Anderson, 2013).

4.3.1 Missing Value Analysis

In the original SPSS dataset, out of the 4050 data points, 18 were randomly missed, which accounted for .44%. Specifically, Burnout and supportive college environment had two missing values each. Likewise, compensation satisfaction had four missing values. On the other hand, organizational justice had three missing values; training and development had seven missing values; and no missing value was found in academic staff performance.

Although there is no acceptable percentage of missing values in a data set for making a valid statistical inference, researchers have generally agreed that missing rate of 5% or less is non-significant (Tabachnick & Fidell, 2007).

Furthermore, researchers have suggested that mean substitution is the easiest way of replacing missing values if the total percentage of missing data is 5% or less (Tabachnick&Fidell, 2007). Hence, in this study, randomly missing values were replaced using mean substitution (Tabachnick&Fidell, 2007). Table 4.2 shows the total and percentage of randomly missing values in the present study (see Appendix B for SPSS outputs).

Table 4.2***Total and Percentage of Missing Values***

Latent variables	Number of Missing Values
Burnout	2
Supportive college environment	2
Compensation satisfaction	4
Organisational justice	3
Training and development	7
Academic Performance Staff	0
Total	18 out of 4050 data points
Percentage	0.44%

Note: Percentage of missing values is obtained by dividing the total number of randomly missing values for the entire data set by total number of data points multiplied by 100.

4.3.2 Multi-Collinearity Test

Multi-collinearity refers to a situation in which or more exogenous latent constructs become highly correlated. The presence of multi-collinearity among the exogenous latent constructs can substantially distort the estimates of regression coefficients and their statistical significance tests (Hair, Black, Babin, Anderson, & Tatham, 2013). In particular, multi-collinearity increases the standard errors of the coefficients, which in turn render the coefficients statistically non-significant (Tabachnick & Fidell, 2007).

To detect multi-collinearity, two methods were used in the present study. First, the correlation matrix of the exogenous latent constructs was examined. According to Hair *et al.* (2013), a

correlation coefficient of 0.90 and above indicates multi-collinearity between exogenous latent variables. Table 4.3 shows the correlation matrix of all exogenous latent variables.

Table 4.3
Correlations Matrix of the exogenous latent variables

Variable	ASP	BURNOUT	COMSAT	ORGJUST	SCE	TRAINDEV
Academic Staff						
Performance	1					
Burnout	-.274*	1				
Compensation						
Satisfaction	.289**	-.340**	1			
Organisational Justice	0.159	-0.161	.467**	1		
Supportive College						
Environment	-0.073	0.038	-0.171	-0.128	1	
Training and						
Development	.296**	-0.139	.472**	.492**	0.009	1

** Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.3, the correlations between the exogenous latent variables were sufficiently below the suggested threshold values of .90 or less, which suggests that the exogenous latent variables were independent and not highly correlated.

Secondly, following the examination of correlation matrix for the exogenous latent variables, variance inflated factor (VIF), tolerance value and condition index were examined to detect multi-collinearity problem. Hair, Ringle and Sarstedt (2011) suggested that multi-collinearity is a concern if VIF value is higher than 5, tolerance value is less than .20, and condition index

is higher than 30. Table 4.4 shows the VIF values, tolerance values, and condition indices for the exogenous latent variables.

Table 4.4

Tolerance and VIF Values of the latent constructs

Dependent Variable	Latent Constructs	Collinearity Statistics	
		Tolerance	VIF
BURNOUT	COMSAT	.686	1.457
	ORGJUST	.680	1.470
	SCE	.951	1.051
	TRAINDEV	.671	1.489
COMSAT	ORGJUST	.733	1.365
	SCE	.976	1.024
	TRAINDEV	.749	1.335
	BURNOUT	.969	1.032
ORGJUST	SCE	.960	1.042
	TRAINDEV	.769	1.301
	BURNOUT	.883	1.132
	COMSAT	.674	1.484
SCE	TRAINDEV	.683	1.465
	BURNOUT	.884	1.131
	COMSAT	.643	1.556
	ORGJUST	.687	1.456
TRAINDEV	BURNOUT	.884	1.131
	COMSAT	.699	1.431
	ORGJUST	.780	1.283
	SCE	.967	1.034

Table 4.4 indicates that multi-collinearity did not exist among the exogenous latent constructs as all VIF values were less than 5, tolerance values exceeded .20, and condition indices were below 30, as suggested by Hair *et al.* (2011). Thus, multi-collinearity is not an issue in the present study.

4.4 Common Method Variance Test

Common method variance (CMV), also known to as mono-method bias, refers to “variance that is attributable to the measurement method rather than to the construct of interest” (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003, p. 879). Researchers have generally agreed that common method variance is a major concern for scholars using self-report surveys (Podsakoff et al., 2003).

Similarly, in a meta-analytic review of 55 studies on attitudinal and dispositional predictors of OCB, Organ and Ryan (1995) stated that studies conducted using self report surveys are associated with spuriously high correlations due to common method variance.

The present study adopted several procedural remedies to minimize the effects of CMV (Podsakoff et al., 2003). First, to reduce evaluation apprehension, the participants were informed that there is no right or wrong answer to the items in the questionnaire and they were also given an assurance that their answers were confidential throughout the research process. Second, improving scale items was also used to reduce method biases in the present study. This was achieved by avoiding vague concepts in the questionnaire and when such concepts were used, simple examples were provided.

To further improve scale items, all questions in the survey were written in a simple, specific and concise language.

Besides the procedural remedies described above, the present study also adopted Harman's single factor test proposed by Podsakoff and Organ (1986) to examine common method variance. Traditionally, in this procedure all variables of interest are subjected to an exploratory factor analysis and the results of the unrotated factor solution are then examined to ascertain the number of factors that are necessary to account for the variance in the variables (Podsakoff & Organ, 1986).

The main assumption of Harman's (1967) single factor test is that if a substantial amount of common method variance is present, either a single factor may emerge, or one general factor would account for most of the covariance in the predictor and criterion variables (Podsakoff & Organ, 1986).

Following Podsakoff and Organ (1986), all items in this study were subjected to a principal components factor analysis. The results of the analysis yielded six factors, explaining a cumulative of 78.60% of the variance; with the first (largest) factor explaining 34.83% of the total variance, which is less than 50% (c.f., Kumar, 2012). Additionally, the results indicate that no single factor accounted for the majority of covariance in the predictor and criterion variables (Podsakoff et al., 2003). Hence, this suggests that common method bias is not a major concern and is unlikely to inflate relationships between variables measured in the present study.

4.5 Demographic Profile of the Respondents

This section describes the demographic profile of the respondents in the sample. The demographic characteristics examined in this study include gender, age, rank, previous experience, level of education, marital status and ethnicity (see Table 4.6).

Table 4.5***Demographic Characteristics of the Respondents***

Demography		Frequency	Percentage
Age	21-31 Years	6	4.7
	32-41 Years	37	28.7
	42-51 Years	54	41.9
	52 and above	32	24.8
Gender	Male	112	86.8
	Female	17	13.2
	Total	129	100
Marital Status	Single	5	3.9
	Married	124	96.1
Edu Background	BSc/BEd/BA	44	34.1
	MSc/MEd/MA	68	52.7
	PhD	17	13.2
Experience	2-5 Years	19	14.7
	6-10 Years	29	22.5
	11-15 Years	19	14.7
	16-21 Years	21	16.3
	22-31 Years	41	31.8

Source: The Researcher

As shown in Table 4.5, the majority of the respondents in the sample, that is 112 (86.8%), were males while the remaining 17, representing 13.2% were females. Previous studies have also demonstrated similar distribution regarding the gender of the respondents. For example, the present study reflects the study conducted by de- Lara and Tacoronte (2007), where the majority of teachers at a university were males (64.6%) compared to their female counterparts (35.4%).

Regarding the age group, 41.9% of the participants were in the age group of 42-51 years. This is followed by those in the age group of 32-41 years with 37 respondents, which accounted for 28.7% of the sample. In the age group of 52 and above years, there were 32 respondents, representing 24.8% of the sample. The smallest age group ranged between 21-31 years and above, which accounted for 4.7% or 6 respondents.

Additionally, in terms of experience, Table 4.5 shows that 31.8% of the participants were most experience with 22-31 years of experience, followed by (16.3%); with 16-21 years of experience (14.7%); with 11-15 years of experience (22.5%); with 6-12 years of experience each. Table 4.5 also shows a high proportion of the respondents were master's degree holders, which accounted for 52.7% or 68 respondents. This is followed by 34.1%) with first degree, while the remaining 17, representing 13.2% were doctorate degree holders. Table 4.5 also shows that most of the respondents were married (96.1%), followed by single (3.9%).

4.6 Descriptive Analysis of the Latent Constructs

This section is primarily concerned with the descriptive statistics for the latent variables used in the present study. Descriptive statistics in the form of means and standard deviations for the latent variables were computed. All the latent variables used in the present study were measured using a four-point scale anchored by 1 = strongly agree to 5 = strongly disagree. The results are presented in Tables 4.6. For easier interpretation, the five-point scale used in

the present study was classified into three categories, namely, low, moderate and high. Scores of less than 2 (3/3 + lowest value 1 is considered as low; scores of 3 (highest value 5- 3/3) is considered high, while those between low and high scores are considered moderate.

Table 4.6

Descriptive Statistics for Latent Variables

Variable	N	Mean	Std. Deviation
Academic Staff Performance	129	4.019	.829
Burnout	129	2.162	.896
Compensation Satisfaction	129	3.939	.848
Organisational Justice	129	3.365	1.015
Supportive College Environment	129	2.622	1.007
Training and Development	129	3.676	.838

Source: The Researcher

Table 4.6 shows that the overall mean for the latent variables ranged between 2.162 and 4.019. In particular, the mean and standard deviation for the Academic Performance were 4.019 and .829, respectively. This suggests that respondents tended to have high level of work Performance in Academic related activities. Table 4.6 also indicates that the mean for the Burnout was 2.162, with a standard deviation of .896, suggesting that the respondents Burnout as moderate. Further, the results show a moderate score for the Compensation Satisfaction (Mean =3.939, Standard deviation = .848) Organisational Justice mean score is

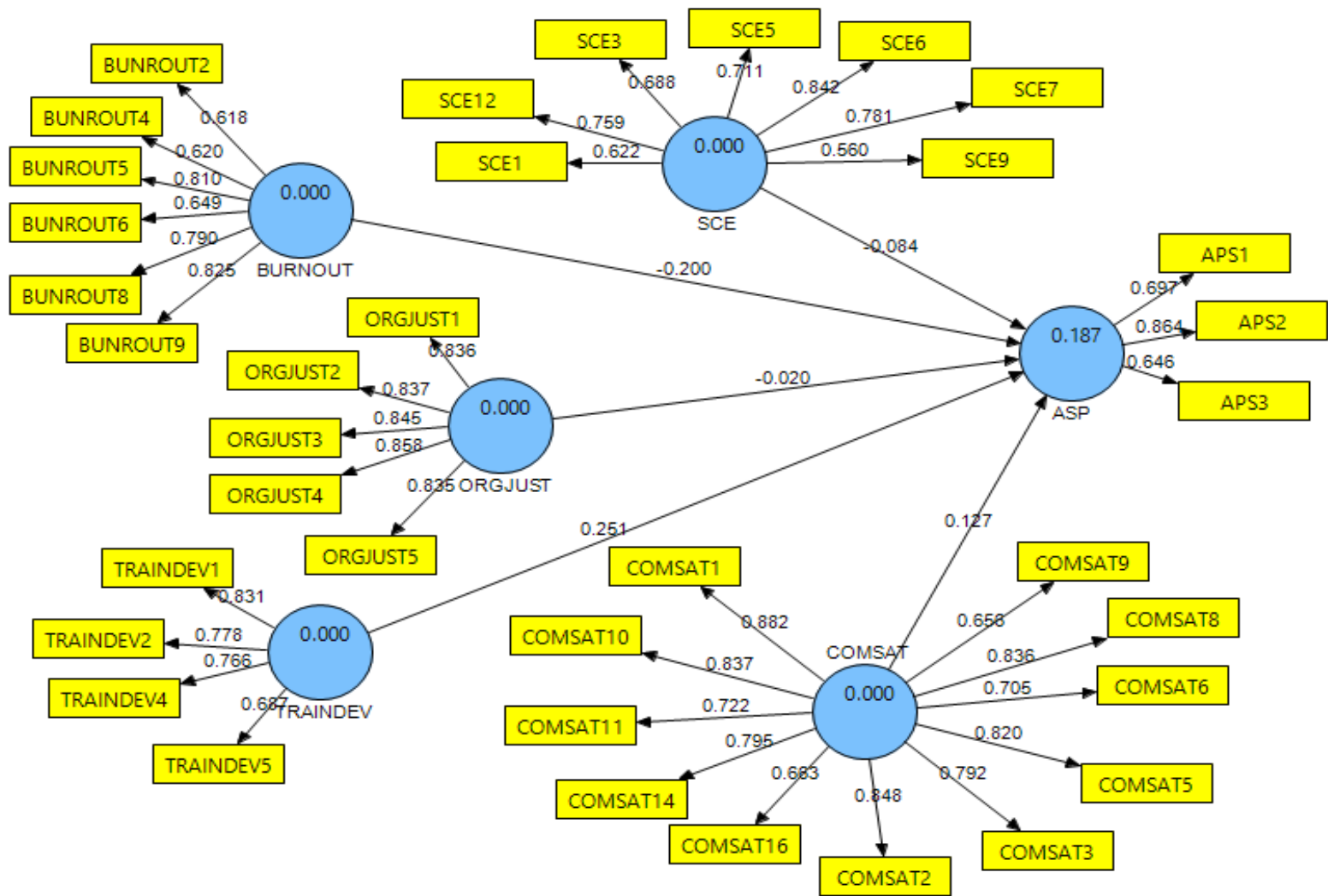
3.365 with standard deviation 1.015, suggesting moderate level of fairness in the workplace, for but for Supportive College Environment with mean and standard deviation of 2.622 and .1.007, for Training and Development with mean and standard deviation 3.676 and .838 respectively.

4.7 Assessment of Measurement Model

An assessment of a measurement model involves determining individual item reliability, internal consistency reliability, content validity, convergent validity and discriminant validity (Hair et al., 2013).

Figure 1

Measurement Model



Individual item reliability was assessed by examining the outer loadings of each construct's measure (Hair et al., 2013). Following the rule of thumb for retaining items with loadings between .40 and .70 (Hair et al., 2014), it was discovered that out of 55 items, 22 were deleted because they presented loadings below the threshold of 0.40. Thus, in the whole model, only 34 items were retained as they had loadings between 0.501 and 0.951 (see Table 4.8 and Appendix C).

4.7.2 Internal Consistency Reliability

Internal consistency reliability refers to the extent to which all items on a particular (sub) scale are measuring the same concept. Cronbach's alpha coefficient and composite reliability coefficient are the most commonly used estimators of the internal consistency reliability of an instrument in organizational research (e.g., McCrae, Kurtz, Yamagata, & Terracciano, 2011). In this study, composite reliability coefficient was chosen to ascertain the internal consistency reliability of measures adapted.

Two main reasons justified the use of composite reliability coefficient. Firstly, composite reliability coefficient provides a much less biased estimate of reliability than Cronbach's alpha coefficient because the later assumes all items contribute equally to its construct without considering the actual contribution of individual.

Table 4.7

Loadings, Composite Reliability and Average Variance Extracted (AVE)

Code	Loading	AVE	Composite Reliability
APS1	.697	.550	.783
APS2	.864		
APS3	.646		
BUNROUT2	.618	.525	.867
BUNROUT4	.620		
BUNROUT5	.810		
BUNROUT6	.649		
BUNROUT8	.790		
BUNROUT9	.825		
COMSAT1	.882	.611	.945
COMSAT10	.837		
COMSAT11	.722		
COMSAT14	.795		
COMSAT16	.663		
COMSAT2	.848		
COMSAT3	.792		
COMSAT5	.820		
COMSAT6	.705		
COMSAT8	.836		
COMSAT9	.656		
ORGJUST1	.836	.709	.924
ORGJUST2	.837		
ORGJUST3	.845		

ORGJUST4	.858		
ORGJUST5	.835		
SCE1	.622	.511	.878
SCE12	.759		
SCE3	.688		
SCE5	.711		
SCE6	.842		
SCE7	.781		
SCE9	.560		
TRAINDEV1	.831	.589	.851
TRAINDEV2	.778		
TRAINDEV4	.766		
TRAINDEV5	.687		

Source: The Researcher

Secondly, Cronbach's alpha may over or under-estimate the scale reliability. The composite reliability takes into account that indicators have different loadings and can be interpreted in the same way as Cronbach's α (that is, no matter which particular reliability coefficient is used, an internal consistency reliability value above .70 is regarded as satisfactory for an adequate model, whereas a value below .60 indicates a lack of reliability). Nevertheless, the interpretation of internal consistency reliability using composite reliability coefficient was based on the rule of thumb provided by Hair et al (2013), who suggest that the composite reliability coefficient should be at least .70 or more.

Table 4.7 shows the composite reliability coefficients of the latent constructs. As shown in Table 4.7, the composite reliability coefficient of each latent constructs ranged from .828 to

.931, with each exceeding the minimum acceptable level of .70, suggesting adequate internal consistency reliability of the measures used in this study (Hair et al., 2013).

4.7.3 Convergent Validity

Convergent validity refers to the extent to which items truly represent the intended latent construct and indeed correlate with other measures of the same latent construct (Hair et al., 2013). Convergent validity was assessed by examining the Average Variance Extracted (AVE) of each latent construct, as suggested by Fornell and Larcker (1981). To achieve adequate convergent validity, Chin (1998) recommends that the AVE of each latent construct should be .50 or more. Following Chin (1998), the AVE values (see Table 4.8) exhibited high loadings ($> .50$) on their respective constructs, indicating adequate convergent validity.

4.7.4 Discriminant Validity

Discriminant validity refers to the extent to which a particular latent construct is different from other latent constructs. In the present study, discriminant validity was ascertained using AVE, as suggested by Fornell and Larcker (1981). This was achieved by comparing the correlations among the latent constructs with square roots of average variance extracted (Fornell&Larcker, 1981).

Additionally, discriminant validity was determined following Chin's (1998) criterion by comparing the indicator loadings with other reflective indicators in the cross loadings table. First, as a rule of thumb for evaluating discriminant validity, Fornell and Larcker (1981) suggest the use of AVE with a score of .50 or more. To achieve adequate discriminant validity, Fornell and Larcker (1981) further suggest that the square root of the AVE should be greater than the correlations among latent constructs.

As indicated in Table 4.8, the values of the average variances extracted range between .540 and .724, suggesting acceptable values. In Table 4.9, the correlations among the latent constructs were compared with the square root of the average variances extracted (values in

bold face). Table 4.9 also shows that the square root of the average variances extracted were all greater than the correlations among latent constructs, suggesting adequate discriminant validity (Fornell&Larcker, 1981).

Table 4.8

Latent Variable Correlations

Variable	1	2	3	4	5	6
1. ASP	.742					
2. SCE	-.103	.715				
3. BURNOUT	-.288	.036	.725			
4. ORGJUST	.204	-.127	-.153	.842		
5. TRAINDEV	.332	.030	-.164	.501	.767	
6. COMSAT	.325	-.172	-.368	.450	.475	.781

Note: Diagonal elements (figures in bold) are the square root of the Average Variance Extracted (AVE) shared between the constructs and their measures. Off diagonal elements are the correlations among constructs

Furthermore, as mentioned earlier, discriminant validity can be ascertained comparing the indicator loadings with cross-loadings (Chin, 1998). To achieve adequate discriminant validity, Chin (1998) suggests that all the indicator loadings should be higher than the cross-loadings. Table 4.9 compares the indicator loadings with other reflective indicators. All indicator loadings were greater than the cross loadings, suggesting adequate discriminant validity for further analysis.

Table 4.9

Cross Loadings

Code	ASP	BURNOUT	COMSAT	ORGJUST	SCE	TRAINDEV
APS1	.697	-.131	.139	.275	-.097	.340
APS2	.864	-.252	.353	.174	-.060	.314
APS3	.646	-.282	.198	-.056	-.087	.005
BUNROUT2	-.107	.618	-.135	-.116	.052	-.019
BUNROUT4	-.111	.620	-.175	-.021	.092	-.103
BUNROUT5	-.209	.810	-.314	-.171	.008	-.169
BUNROUT6	-.257	.649	-.266	-.056	-.077	-.221
BUNROUT8	-.203	.790	-.271	-.129	.157	-.053
BUNROUT9	-.264	.825	-.342	-.146	.004	-.086
COMSAT1	.334	-.388	.882	.431	-.090	.454
COMSAT10	.317	-.279	.837	.313	-.173	.365
COMSAT11	.103	-.240	.722	.378	-.239	.336
COMSAT14	.178	-.265	.795	.315	-.099	.375
COMSAT16	.200	-.192	.663	.383	-.149	.389
COMSAT2	.210	-.251	.848	.398	-.111	.380
COMSAT3	.222	-.317	.792	.336	-.172	.344
COMSAT5	.208	-.262	.820	.352	-.207	.363
COMSAT6	.101	-.217	.705	.487	-.129	.374
COMSAT8	.354	-.365	.836	.328	-.184	.356
COMSAT9	.281	-.264	.656	.287	-.005	.358

ORGJUST1	.244	-.098	.385	.836	-.125	.428
ORGJUST2	.149	-.129	.512	.837	-.190	.484
ORGJUST3	.065	-.154	.455	.845	-.159	.370
ORGJUST4	.144	-.149	.289	.858	.006	.434
ORGJUST5	.147	-.147	.285	.835	-.078	.358
SCE1	-.029	-.079	-.075	-.034	.622	-.076
SCE12	-.095	.031	-.157	-.082	.759	.057
SCE3	-.002	.061	-.127	-.056	.688	-.035
SCE5	-.040	-.039	-.092	-.140	.711	.103
SCE6	-.093	.077	-.096	-.073	.842	.094
SCE7	-.079	.036	-.188	-.150	.781	-.110
SCE9	.006	-.006	-.110	-.109	.560	-.081
TRAINDEV1	.345	-.178	.407	.378	-.036	.831
TRAINDEV2	.224	-.069	.280	.475	.089	.778
TRAINDEV4	.212	-.046	.326	.367	-.019	.766
TRAINDEV5	.190	-.192	.452	.333	.101	.687

4.8 Assessment of Significance of the Structural Model

Having ascertained the measurement model, next, the present study assessed the structural model. The present study also applied the standard bootstrapping procedure with a number of 5000 bootstrap samples and 354 cases to assess significance of the path coefficients (Hair et al., 2013). Figure 4.7 and Table 4.13 therefore show the estimates for the full structural model.

Figure 2

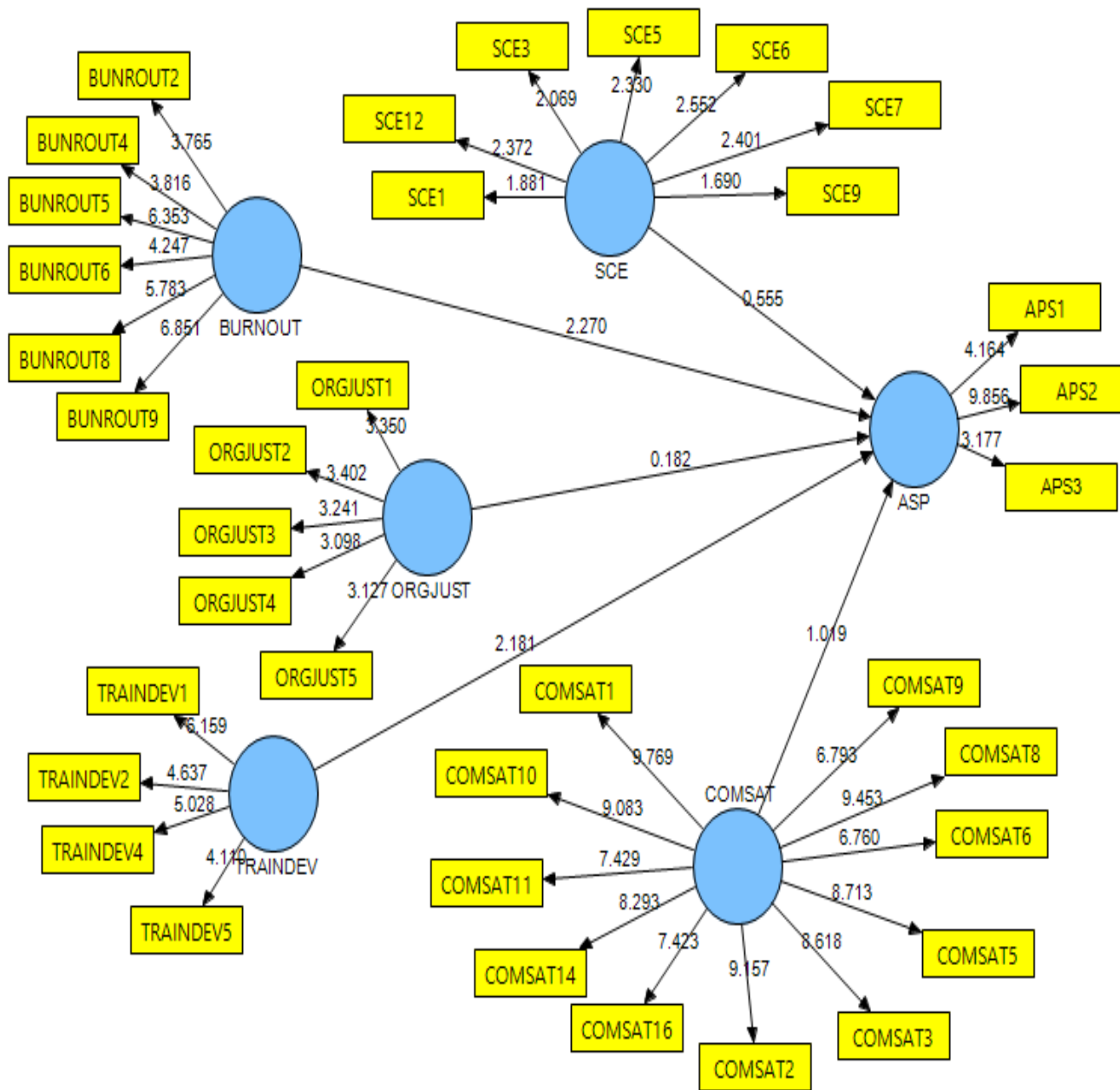


Fig. 2: Structural Model

At the outset, Hypothesis 1 predicted that burnout is negatively related to ASP. Result (Table 4.9, Figure 2) revealed a significant negative relationship between work performance in the academic staff development ($\beta = -0.17$, $t = 2.85$, $p < 0.01$), supporting Hypothesis 1.

4.8.1 Test of Hypothesis

The present study applied a product indicator approach using Partial Least Squares Structural Equation Modelling to detect and estimate the strength of the moderating effect of Academic performance on the relationship between organisational formal controls, group norms and deviant behaviour at work (Chin, 1998). The product term approach is considered appropriate in this study because the moderating variables are continuous.

According to Henseler and Fassott (Henseler&Fassott, 2010) “given that the results of the product term approach are usually equal or superior to those of the group comparison approach, we recommend always using the product term approach” (p. 721).

To apply the product indicator approach in testing the moderating effects of Academic Staff development policy of recruitment/retention, promotion, incentives, Training and development are significantly related to work performance, the product terms between the indicators of the latent independent variable and the indicators of the latent moderator variable need to be created, hence, these product terms would be used as indicators of the interaction term in the structural model. Furthermore, to ascertain the strength of the moderating effects, the present study applied Cohen’s (1988) guidelines for determining the effect size. Figure 4.7 and Table 4.9 therefore show the estimates after applying the applied a product indicator approach to examine the moderating effect of self-regulatory efficacy the relationship between exogenous and endogenous latent variable

Table 4.13***Results of hypothesis testing***

Hypotheses	Hypotheses Path	Path Coefficient	Standard Error	T Value	P Value	Decision
H1	BURNOUT -> ASP	-.200	.088	2.270	.012	Supported
H2	COMSAT -> ASP	.127	.124	1.019	.155	Not Supported
H3	ORGJUST -> ASP	-.020	.111	.182	.428	Not Supported
H4	SCE -> ASP	-.084	.151	.555	.290	Not Supported
H5	TRAINDEV -> ASP	.251	.115	2.181	.016	Supported

Note: ***significant at < 0.05 (1-tailed).*

Hypothesis 1 predicted that Burnout is negatively related to ASP. As shown in Table 4.13, a significant negative relationship between Burnout and ASP ($\beta = -.200$, $t = 2.270$, $p < .012$) was found, indicating support for Hypothesis 1. Hypothesis 2 predicted that Compensation Satisfaction is negatively related to ASP. Result (Table 4.13, Figure 2) indicated that Compensation Satisfaction had a significant positive relationship with Academic Staff Performance directed at organisation ($\beta = .127$, $t = 1.019$, $p < 0.055$), supporting Hypothesis 2. Similarly, in examining the influence of Organisational justice on ASP, result indicated that Organisational justice had a significant negative relationship with ASP ($\beta = -0.020$, $t = .182$, $p < .428$), support Hypothesis 3. Similarly, hypothesis 4, which predicted Support College Environment, is negatively related to ASP. As shown in table 4.13, a significant negative relationship between SCE and ASP ($\beta = -.085$, $t = .555$, $p < .290$) was found.

Regarding the influence of Training development on ASP, result (Table 4.13,) indicated that Training Development had a significant positive relationship with ASP ($\beta = .251$, $t = 2.181$, $p < 0.06$). Hence, Hypothesis 5 was fully supported.

4.8.2 Assessment of Variance Explained in the Endogenous Latent Variables

Another important criterion for assessing the structural model in PLS-SEM is the *R* squared value, which is also known as the coefficient of determination (Hair et al., 2013). The *R*-squared value represents the proportion of variation in the dependent variable(s) that can be explained by one or more predictor variable (Hair et al., 2013). Although the acceptable level of *R*² value depends on the research context (Hair et al., 2010) propose an *R*-squared value of 0.10 as a minimum acceptable level. Meanwhile, Chin (1998) suggests that the *R*-squared values of 0.67, 0.33, and 0.19 in PLS-SEM can be considered as substantial, moderate, and weak, respectively. Table 4.12 presents the *R*-squared values of the two endogenous latent variables.

Table 4.10

Variance Explained in the Endogenous Latent Variable

Latent Variable	Variance Explained (R²)
Academic Staff Performance	.187 (19%)

As indicated in Table 4.12, the research model explains 19% of the total variance in Academic Staff Performance. This suggests that the five sets of exogenous latent variables (i.e., perceived burnout, supportive college environment, compensation satisfaction, organizational justice and training development) collectively explain 19% of the variance of the academic performance. Hence, following Chin's (1998) the criteria, the two endogenous latent variables showed acceptable levels of *R*-squared values, which were considered as moderate

4.8.3 Assessment of Effect Size (f^2)

Effect size indicates the relative effect of a particular exogenous latent variable on endogenous latent variable(s) by means of changes in the R -squared (Chin, 1998). It is calculated as the increase in R -squared of the latent variable to which the path is connected, relative to the latent variable's proportion of unexplained variance (Chin, 1998). Thus the effect size could be expressed using the following formula (Cohen, 1988; Selya, Rose, Dierker, Hedeker, & Mermelstein, 2012; Wilson, Callaghan, Ringle, & Henseler, 2007): Effect size: $f^2 = (4.1)$ Cohen (1988) describes f^2 values of 0.02, 0.15 and 0.35 as having weak, moderate, strong effects respectively. Table 4.13 shows the respective effect sizes of the latent variables of the structural model.

Table 4.11

f^2 Effect Size of the Latent variables on Cohen's (1988) Recommendation

		R- squared Included	R- squared Excluded	f- squared	Effect size
	Endogenous				
	Exogenous				
Academic Staff Performance	Burnout	.187	.181	.01	None
	Supportive College Environment	.187	.169	.02	Small
	Compensation Satisfaction	.187	.187	.00	None
	Organisational Justice	.187	.154	.04	Small
	Training and Development	.187	.184	.00	None

Source: *The Researcher.*

As indicated in Table 4.11, the effect sizes for the Burnout, Supportive College Environment, Compensation Satisfaction, Organisational Justice and Training and Development on Academic Performance, were .01, .02, .00, .04 and .00, respectively. Hence, following Cohen's (1988) guideline, the effects sizes of these five exogenous latent variables on academic Performance can be considered as none, small, none, small and none respectively.

4.8.4 Assessment of Predictive Relevance

The present study also applied Stone-Geisser test of predictive relevance of the research model using blindfolding procedures. The Stone-Geisser test of predictive relevance is usually used as a supplementary assessment of goodness-of-fit in partial least squares structural equation modeling. Even though this study used blindfolding to ascertain the predictive relevance of the research model, it is worth noting that according to Sattler, Völckner, Riediger and Ringle (2010) "blindfolding procedure is only applied to endogenous latent variables that have a reflective measurement model operationalization". Reflective measurement model "specifies that a latent or unobservable concept causes variation in a set of observable indicators. Hence, because all endogenous latent variables in present study were reflective in nature, a blindfolding procedure was applied mainly to these endogenous latent variables.

In particular, a cross-validated redundancy measure (Q^2) was applied to assess the predictive relevance of the research model (Hair et al., 2013). The Q^2 is a criterion to a measure how well a model predicts the data of omitted cases (Hair et al., 2013). According to Henseler *et al.* (2009), a research model with Q^2 statistic (s) greater than zero is considered to have predictive relevance. Additionally, a research model with higher positive Q^2 values suggests more predictive relevance. Table 4.12 presents the results of the cross-validated redundancy Q^2 test.

Table 4.12*Construct Cross-Validate Redundancy (Q2 Value)*

Total	SSO	SSE	1-SSE/SSO
Academic Staff Performance	387	360.3107	.069

Source: The Researcher.

As shown in Table 4.14, the cross-validation redundancy measure Q^2 for all endogenous latent variables were above zero, suggesting predictive relevance of the model (Henseler et al., 2009).

4.9 Discussion of Findings

Burnout was discovered to have significant negative effect on academic staff performance. This implies that as the level of burnout increases, academic staff performances reduces. This finding is consistent with the findings of Jankome and Ritacco (2013), Khmour, Durrah and Harris (2015) and Pourkiani, Farahmand and Pour(2014). Staff who perceived their jobs to be exhaustive drains their productivity. This explained the positive relationship found in this study.

A significant positive effect of compensation on academic staff performance was another finding of this study. This means that the more staff becomes satisfactory with their compensation the more they perform their assigned duties efficiently. Thus as the level of compensation satisfaction increases, staff job performance rises. This affirmed the results of previous studies (Baba, 2015; Osibanjo, Adeniji, & Olubusayo, 2014; Ramzan, Zubair, Ali, & Arslan, 2014). Compensation motivates staff to put more effort in the performance of their

jobs. The more they become satisfy with their compensation the more they become committed to their work. This explained the result obtained from this study.

A significant negative effect of organizational justice on academic staff performance was another finding of this study. This was not as expected in the research. Perhaps there may be some variables influencing this result. This means that the more staff perceive the organization to be just in their dealing and allocation of rewards and punishment the less they perform their assigned duties efficiently. This result contradicts the results of previous studies (Costa & Costa, 2014; Manouchehri et al., 2014).

The study also revealed a significant negative effect of supportive environment on academic staff performance. This also contradict the results of past study. It was expected that SCE will boost academic staff performance, there could be other influencing factor reducing the performance of academic staff.

Finally, a significant positive effect of training and development on academic staff performance was discovered. This means that the more staff have access to training and development programs the more they perform their assigned duties efficiently. Thus as the level of training increases, job performance rises. This affirmed the results of previous studies (Alice, 2014; Al-mzary, Mohammad, Mohammed, & Eid, 2015; Hafeez & Akbar, 2015; Khan, Osama, Haseeb, Waseem, Ayaz & Ijaz, 2016). Training provides opportunity for staff to update their knowledge and change with the changing working environment. Thus, staff who are given training improve the output. This explained the result obtained from this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Education stems out to be one of the means of developing individual's potential. 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 staff are needed to provide their professional services in maintaining standard expected by the society. Thus, it becomes imperative to conduct a study examining the influence of academic staff performance predictors as identified in this work and recommend possible solution to the problem.

Five hypotheses were formulated for testing and using partial least square structural equation modelling through smartpls2 software, the study tested the hypotheses using the data collected from a sample of 148 staff drawn from JSCOE Gumel. The result showed that while burnout, organizational justice and supportive college environment were having significant negative effect on academic staff performance, compensation and training and development were having significant positive effect on academic staff performance.

5.2 Conclusion

Based on the findings, the study concludes that burnout, compensation, organizational justice, supportive college environment and training and development have significant effect on academic staff performance in Jigawa State College of Education Gumel, Jigawa State.

5.3 Recommendations

In order to improve academic staff performance and raise the quality of education, Jigawa state college of education should consider the following recommendations.

1. It has been argued that workplace-based interventions aimed at reducing burnout and modifying some of the maladaptive responses to burnout often have little or no effect. The peer social support intervention is particularly popular in educational Institutions. Such peer-based support groups provide their members with informational and emotional support, and in some cases instrumental support too. Because social support is a major potential route to resources that are beyond those that individuals possess directly, it is a critical resource in many employment related burnout situations (Hobfoll&Shirom, 2000) and may help them to replenish their depleted energetic resources. However, how social support is actually used depends on several factors, including one's sense of mastery and environmental control.
2. The management of JSCOEG Gumel should improve the pay and other compensation rewards for lecturers. From the study, compensation was found to have significant positive effect on academic staff performance. Studies have argued that compensation serve as a motivator to employee. Thus, improved compensation can guarantee employee compensation satisfaction and consequently increase performance.
3. The college environment should be made to accommodate the employees of all kinds. The college environment should be highly supportive of staff as supportive working environment will motivate employee to be more committed to work and performance be improved.
4. The college should be fair and just in their dealings either in the process and procedures and procedural methods used for the determination and measurement of the factors such as payments, working conditions, promotions, financial opportunities and performance

evaluation and distribution of other benefit such as salaries, social rights and aids to the staff and prizes. Where this is done, there will be improved performance.

5. Up skill its staff on a continuous basis. The training should also be directed on satisfying staff skills and training requirement. It is further recommended that appropriate training methods should be applied at the right time. On the other hand, it is recommended that practical issues related to training execution and application of the learned skills and knowledge in progression of the staff performance.

5.5 Implication of the Study

The study examined the effect of self efficacy and training on 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

The results of the current study have important practical implications. First, clarifying the employee's role and reducing conflicting demands at work are both possible avenues that managers may be able to perform for minimizing burnout. When addressing the secondary symptoms of burnout, employers would be well advised to attempt to increase resources in addition to the steps taken to combat demands. Secondly, the important role played by supportiveness of college climate in determining a firm's market orientation is identified and supported empirically, which in turn explains significant variance in academic staff performance. Given the size and growing importance of the college of education to the society, this provides important insights for both researchers and managers. However, supportiveness of organizational climate is not a factor that previously has been identified explicitly as an important driver of academic staff performance in Nigeria.

5.5.2 Managerial Implications

Several practical implications emerge from the results of the study. First, this study provides further evidence of the important role that compensation and training and development may play in positively impacting the performance and work attitudes of employees and potentially may contribute to the institutional competitive advantage. In other words, although important, it is not enough just to provide a positive or supportive organizational climate to get optimal impact on performance. This study would suggest that it may be important to recognize that the level of an employee supportive organizational climate can contribute to performance.

Environmental demands appear to play a larger role in emotional exhaustion than resources, particularly in professions with high requirements for emotional labor. In the current era of downsizing it may be unrealistic to minimize the workload of employees. However, the college management may want to be cognizant of the predictors of burnout and identify employees early in the process so as to minimize the burnout experienced.

In conclusion, the results of this study not only suggest the seeming value of employee all levels within organizations, but also the benefits that may result from organizations providing positive, supportive climates.

5.6 Limitations of the Study

1. Data was collected from Jigawa state college of education Gumel, Jigawa state. As a result, the findings of the study may not be extended beyond JSCOE Gumel. Other colleges of education and university 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 protect a good image of the college 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.

5.7 Suggestions for Further Study

This study could be replicated by covering a larger geographical area, so that generalisations 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 colleges of education school to confirm the result of the study. Finally, a longitudinal study can be conducted

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APPENDIX A

Department of Business Administration

Faculty of Administration

Ahmadu Bello University,

Zaria.

Dear Respondents,

I am conducting this research in partial fulfillment of my master's degree with the following topic: **“Influence of job related factors on the Performance of Academic Staff in Jigawa State College of Education, Gumel”**. I therefore request you to be a part of the research by kindly filing the questionnaire in this package. The questionnaire is divided into two sections, A and B. there are instructions as to how you should respond to the statements in each section.

Please read carefully the instructions and honestly respond to the statements. All information provided by you will be used exclusively for the purpose of this research. You can be assure that your responses will be maintained in the strictest confidence.

Thank you for your cooperation.

Zainab Inuwa Adamu

SECTION 'A'

DEMOGRAPHIC INFORMATION

INSTRUCTION: Tick which ever you feel appropriate

1. Age

21 – 31 years []

32 – 41 years []

42-51 years []

52 – and above []

2. Gender

Male []

Female []

3. Marital Status

Single []

Married []

Separated []

Divorced []

Widowed []

4. Educational Background

B.Sc/B.Ed/BA []

M.Sc/M.Ed/MA []

PhD []

5. Teaching Experience with the college

2-5 years []

6-10 years []

11-15 years []

16 – 21 years []

22 -31 years []

SECTION “B”

1. Below are nine statements that describe your feelings of being emotionally overextended and exhausted by your work (burnout). The scale ranges from 1 (‘very mild barely noticeably’) to 5 (‘major, very strong’). Against each statement, please “tick” the number which best describe your feeling.

S/No	Burnout	1	2	3	4	5
1.	I fell emotionally drained from my work.					
2.	I feel used up at the end of the workday.					
3.	I feel fatigued when I get up in the morning and have to face another day on the job.					
4.	Working with students all day is really a strain for me.					
5.	I feel burned out from my work					
6.	I feel frustrated by my job.					
7.	I feel I’m working too hard on my job					
8.	Working with students directly puts too much stress on me					
9.	I feel like I’m at the end of my rope					

2. Listed below are twelve statements which describes your current work situation on a scale from (1) “strongly agree” to (5) strongly disagree”. For each statement please “tick” the number which best describes how strongly you agree or disagree.

S/No	Supportive College Environment	1	2	3	4	5
1.	I know what is expected of me at work					
2.	I have the equipment and material I need to do my work right					
3.	At work, I have the opportunity to do what I do best every day					
4.	In the last seven days, I have received recognition or praise for good work.					
5.	My head of department or colleague at work seem to care about me as a person					
6.	Someone at work encourages my development.					
7.	At work, my opinions seem to count					
8.	The mission/purpose of my college make me feel my work is important.					
9.	My colleagues are committed to doing quality work.					
10.	I have a best friend at work.					
11.	In the last six months, someone at work has talked to me about my progress.					
12.	This last year, I have had opportunities at work to learn and grow.					

3. Listed below are eighteen which describe various aspects of your pay. For each statement, decide and tick how satisfied or dissatisfied you feel about your pay (items are measured on a scale ranging from 1 ‘very dissatisfied’ to 5 ‘very satisfied’).

S/No	Compensation Satisfaction	1	2	3	4	5
1.	My take-home pay					
2.	My benefit package					
3.	My most recent raise					
4.	Influence my supervisor has on my pay					
5.	My current salary					
6.	Amount the college pays toward my benefits					
7.	The raises I have typically received in the past					
8.	The college’s pay structure					
9.	Information the college gives about pay issues of concern to me					
10.	My overall level of pay					
11.	The value of my benefits					
12.	Pay of other jobs in the college					
13.	Consistency of the college’s pay policies					
14.	Size of my current salary					
15.	The number of benefits I receive					
16.	How my raises are determined					
17.	Differences in pay among jobs in the college					
18.	How the college administers pay					

4. Listed below are five statements examining how you perceived fairness in the workplace for each statement please ‘tick’ the number which best describes how fair or unfair you think your college is to you (items are measured on a scale ranging from 1 “very unfair” to 5 “very fair”).

S/No	Organizational Justice	1	2	3	4	5
1.	How fair has your college been in rewarding you when you consider the responsibilities you have?					
2.	How fair has your college been in rewarding you when you take into account the amount of education and training that you have?					
3.	How fair has your college been in rewarding you when you take into account the amount of education and training that you have?					
4.	How fair has your college been in rewarding you when you consider the stresses and strains of your job?					
5.	How fair has your college been in rewarding you when you consider the work that you have done well?					

5. Listed below are six statements on how your work environment support training and development. For each statement please “tick” the number which best describes how you agree or disagree (items are measured on a scale ranging from 1 “strongly disagree” to 5 “strongly agree”. Please also remember to “tick” on one number for each statement.

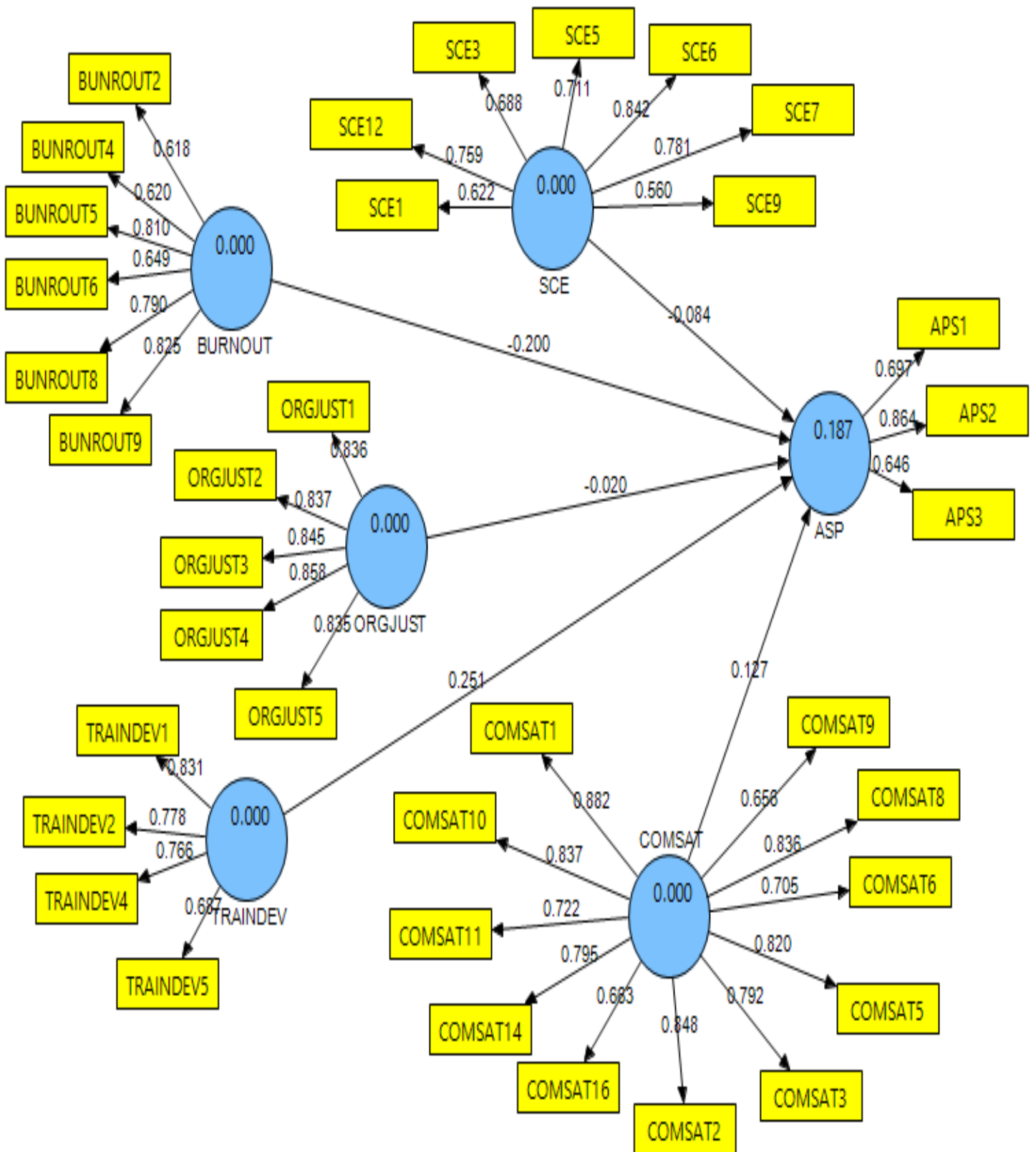
S/No	Training and Development	1	2	3	4	5
1.	Policies and work rules make possible to participate I training and development					
2.	It is easy to participate in T&D					
3.	Policies, regulations, time constraints make it difficult to participate in T&D					
4.	College values employee learning and development activities					
5.	College emphasizes employee learning to employees					
6.	College do not have an employee learning orientation					

6. Listed below are four statements that assessed your performance in academic-related activities. For each statement please “tick” the number which best describes how totally you agree or disagree (items are measured on a scale ranging from 1 “total disagreement to 5 “total agreement”). Please also remember to “tick” on one number for each statement.

S/No	Academic Performance Staff	1	2	3	4	5
1.	I study an average of 3 hours every day during a semester period					
2.	I hand in all examination results by their due dates for every academic year.					
3.	I avoid falling more than 1 week behind in attending my lectures for any course in a session.					
4.	I attend at least two paper presentations (seminar, proposal, internal and external defence) on campus every academic session.					

APPENDIX B

MEASUREMENT MODELS



APPENDIX C

STRUCTURAL MODELS

