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TRAINING AND DEVELOPMENT, JOB SATISFACTION, PERCEIVED ORGANISATIONAL SUPPORT AND JOB PERFORMANCE OF PUBLIC PRIMARY SCHOOLS TEACHERS IN NIGERIA

Department of Business Management, ABU Business School, Ahmadu Bello University, Zaria

RAJI, Ismaheel Adewumi, ALIYU, Muhammed Kudu & ABU, Mohammed Ardo

Abstract

Effectiveness of any educational system is largely dependent on the performance of its teachers. The performance of teachers in Nigeria public primary schools have been called to questions. Of course, there are a number of factors that contribute to low performance of teachers. But then, training and development, job satisfaction and perceived organisational support have not received needed attention with regards to teachers job performance. On the basis of this, the study aims at exploring the relationships between training and development, job satisfaction, perceived organisational support and teachers job performance in Nigerian public primary schools with special preference to Zaria in Kaduna State Nigeria. Cross sectional research designs and simple random sampling technique were utilized. 407 copies of questionnaire were administered to teachers in public primary schools in Zaria but only 388 were returned. Data collected were analysed using Partial Least Square –Structural Equation Model (PLS-SEM). The findings of the study revealed that training and development, job satisfaction and perceived organisational support have positive relationships with teachers job performance. It was concluded by the study that training and development, job satisfaction, perceived organisational support contribute majorly to teachers job performance and recommendations were also provided.

Keywords: *Training and Development, Job Satisfaction and Perceived Organisational Support and Job Performance*

1. INTRODUCTION

In the contemporary world today, attention is geared towards education as a tool of launching nations into the world of science and technology and with consequential hope of human advancement, in terms of living conditions and development of the environment. This is because, in the life of any nation, education is the live-wire of its industries; it is the foundation of moral

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

regeneration and revival of its people. More importantly, it is the bed-rock of any nation development (Federal Republic of Nigeria, 2009).

Nigeria is one of the developing countries that have been struggling to use education as a mechanism to speed up its potentials in achieving economic growth and development. Realistically, this can only be achieved through competent and productive teachers who have the mastery of the subject matter. According to Goldhaber and Hansen (2010), teachers are regarded as one of the most important determinants of quality of education. They are considered as indispensable human resource and indeed, the single most important element in the school system, more important than the quality of equipment and materials and the level of financing (Yusuf, 2016). Nakpodia (2011) also asserted that in any educational arrangement, the success lies in the performance of its teachers. In view of Ogundele (2000), no nation rises above the level of its education and no educational system outgrows the quality and status of its teachers.

It is however worrisome to see that Nigerian education is facing serious challenges, as many of its teachers performance regarding their job have been called to questions. Poor job performance of teacher has led to work slowdown, high level of absenteeism, low productivity and high rates of turnover (Achuonye & Ajoku, 2007). Some have blamed this problem on government, stressing that government has not done enough to professionally develop, motivate and support teachers such as to lead to their commitment towards higher performance (Oluwakemi, 2012). More so, it was recently estimated that about 20% of the teaching workforce in government primary schools do not possess required skills, knowledge and ability (World Bank, 2016).

Zaria is not left out in this aforementioned scenario, as it was recently showed in the results of competency test organized by the Kaduna State Ministry of Education for primary school teachers in the state. It was reported that out of thirty three thousand (33,000) teachers that sat for the competency test of primary four pupils examination questions, twenty one thousand eight hundred and seventy (21,870) teachers failed. This means 66% failed while the remaining 44% passed (www.vanguardngr.com). This is an indication that there is problem with the job performance of primary school teachers in Kaduna State of Nigeria. Moreover, it was recently reported that a top official of the Ministry of Education, Kaduna State, went around public primary schools in major city in Kaduna State including Zaria and found out that an average number of pupils, ranging from primary three to six were unable to read fluently and do simple arithmetic (Kaduna State Media Corporation Radio News cast, 2017).

It is on this note that this study seeks to investigate factors that influence teachers job performance in Nigerian public primary schools. Training and development has been noted to be a critical element in any workplace due to its effect on employee job performance (Elnaga & Imran, 2013; Falola, Osibanjo & Ojo, 2014). Perceived organizational support according to Rhoades and Eisenberger (2002) as well as Muhamed and Alli, (2015) has also been linked to job performance, employee attitudes, well-being, affective commitment, positive mood, fairness, organizational rewards, morale and motivation. Job satisfaction on the other hand has been observed to be a key factor that enhances employee job performance (Khan, Nawaz, Aleem, & Hamed 2012; Ndulue & Ekechukwu, 2016). As noted, there is dearth of research considering simultaneously effect of perceived organizational support, job satisfaction, training and development on teachers job

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

performance particularly in the developing nations like Nigeria. This study thus seeks to fill the gaps by introducing perceived organizational support, job satisfaction, training and development with a view to enhancing teachers job performance in Nigerian primary schools, with special preference to Zaria Metropolis in Kaduna State Nigeria.

2. LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Employee Job performance

Job performance is an important variable in industrial and organizational literature (Prasetya & Kato, 2011). According to them, employee job performance is viewed as the attained result of skilled workers in some specific situations. Mathis and Jackson (2009) view performance as timeless, quality, and quantity of output, attendance/presence on job, work efficiency and work effectiveness. According to Nmadu (2013), employees' job performance is a degree of accomplishment of task(s). Gibson (2012) conceptualizes employee job performance as the measure of employee morale, effectiveness, efficiency and completion of mutually agreed tasks, as set out by the employer. In teaching profession, performance of teachers according to Usman (2004) can be evaluated in terms of effective teaching measured by students' academic performance in examination, punctuality at school and class, giving extra lessons to the students, contribution to the progress of the school.

2.1.2 Training and Development

Elnaga and Imran (2013) view training and development as programs that provide workers with information, new skills, or professional development opportunities. They further stated that in order to prepare workers to do their job as desired, organizations need to provide training so as to optimize their potential. According to Zehra (2016) "the fundamental dealing of Training and Development program is with the attainment of the comprehensive knowledge in terms of how to implement and practice approach and technique." Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Olaniyan, Lucas & Ojo, 2008).

Alipour, Salehi and Shahnava (2009) classified training methods into cognitive and behavioural approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be referred to as off the job training methods. However, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be referred to as on-the-job training methods.

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

2.1.3 Relationship between training and development and Employee Job Performance

Many researchers have carried out empirical studies concerning the relationship between training and development and employee job performance. For instance, the study of Sila (2014) investigating the relationship between training and performance in service firms. The finding of the study revealed that training has a strong positive influence on performance. Also, Shaheen, Naqvi and Khan (2013) conducted a research study to examine the relationship between training and teachers job performance in Pakistan. The result of the study showed that a positive relationship exists between training and performance of teachers in Kotli Azad Jammu and Kashmir District, Pakistani. Furthermore, the study of Jagero, Komba and Mlingi (2012) on the relationship between on the Job training and employee's Performance in Courier Companies in Dar es Salaam, Tanzania demonstrated a positive relationship between on the Job training and employee's Performance. The finding of Jagero, Komba and Mlingi (2012) is consistent with the study of Shafiq and Hamzat (2017) on the effect of training and development on employee performance in private company Malaysia where training and development was found to be major predictor of employee performance. Similarly, the study of Nassazi (2013) on telecommunication companies in Uganda found that training significantly affects employee performance.

2.1.4 Job Satisfaction

According to Gathungu and Wachira (2013), job satisfaction is defined as a positive orientation of an individual towards the work role which he presently occupied. Robbins (2003) views job satisfaction as the general attitude of an individual toward his/her job. Bergh and Theron, (2009) defines job satisfaction as a degree to which the employee is satisfied and happy with the job. To Tomažević, Seljak & Aristovnik (2014), job satisfaction can be understood in terms of its relationships with other key factors, such as general well-being, stress at work, control at work, home-work interface, and working conditions. Spector (2007) highlighted some factors which influence employee job satisfaction. These includes appreciation, communication, coworkers, fringe benefits, job conditions, nature of the work, organization, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision.

2.1.5 Relationship between Job Satisfaction and Employee Job Performance

Ndulue and Ekechukwu (2016) carried out a research study in Nigeria on the impact of job satisfaction on employees performance in Nigerian Breweries Company, Kaduna. The research findings showed that there is a positive relationship between job satisfaction (nature of job, job reward and job security) and employees performance in the organization. Also, Saranya (2014) investigated influence of job satisfaction on employees performance. The results indicate unit-level and individual-level job satisfaction trajectories have unique multilevel influences on turnover above and beyond static levels of job satisfaction. Khan, Nawaz, Aleem and Hamed (2012) conducted a study to examine the impact of job satisfaction on employee performance in autonomous Medical Institutions of Pakistan. The results of the research study demonstrated that a positive relationship exists between facets of job satisfaction like pay, promotion, job safety and its security, working conditions, job autonomy, relationship with coworkers, and relationship with supervisor, and nature of work and employee performance. Similarly, in Istanbul, Pushpakumari

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

(2008) conducted a research study to investigate the impact of job satisfaction on employees performance. Findings of the study revealed that there exist a positive relationship between job satisfaction and employees performance.

2.1.6 Perceived Organizational Support

Dawley, Houghton and Bucklew (2010) define perceived organizational support (POS) as the extent to which employees perceive that their contributions are valued by the organization and that the organization cares about their well-being. This definition incorporates two dimensions: (i) a sense that the organization values employees’ contributions is explained by performance-reward expectancies (ii) a perception that the organization cares about employee well-being is explained by the need for fulfilment of socio-emotional needs at work (Rhoades & Eisenberger, 2002). According to Shaffer, Harrison, Gilley and Luk (2001) perceived organizational support can be viewed as trust that makes employees to stay in their current position, and remain committed to their organization, in addition to the financial benefits employees receive from their organizations.

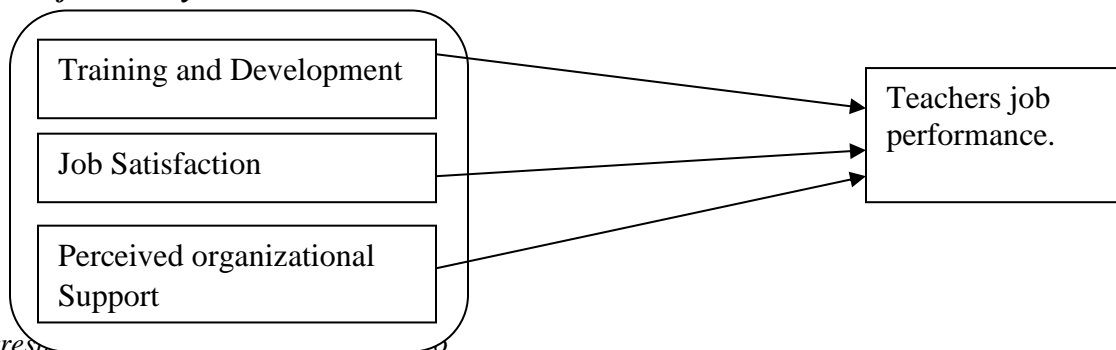
2.1.7 Relationship between Perceived Organizational Support and Employee Job Performance

In the meta- analytic evaluation of perceived organizational support by Kurtessis et al. (2015), it was discovered that perceived organizational support was positively related to employee performance. In the study of Muhamed and Ali (2015), it was found that perceived organizational support was significantly related to performance. This is consistent with the findings of Eisenberger et al. (2001). Their study found a positive and significant relationship between perceived organizational support and employee performance. However, James (2016) in his research study of perceived organizational support and motivating language of leaders on job performance, satisfaction and commitment of employees. The study found no significant relationship between perceived organizational support and job performance.

Based on the review of literature, the following hypotheses were formulated:

- H₁: There is positive relationship between training and development and teachers job performance.
- H₂: There is positive relationship between job satisfaction and teachers job performance.
- H₃: There is positive relationship between perceived organizational support and teachers job performance.

Model of the study



Correspondence:
 Email: dewumi07@gmail.com

Measurement

Table 1

Construct Measurement

Construct	No of Items	Source
Training and Development	Five	Elnaga & Imran (2013)
Job Satisfaction	Four	Mac Donald & MacIntrhe (1997)
Perceived organizational Support	Three	Eisenberger et al. (1997)
Job performance.	Seven	William & Anderson (1999)

3. METHODOLOGY

This study made use of cross-sectional research design. For this, data was gathered at the same time during the period of the research. The aim was to investigate the relationship between training and development, job satisfaction, perceived organizational support and teachers job performance in public primary schools in Zaria. The population of the study consists of teachers in public primary schools in Zaria Local Government. The research adopted simple random sampling technique method with a view to ensuring that teachers have an equal chance of being selected in the survey exercise. Accordingly, 407 copies of the questionnaires were administered of which only 388 copies were returned. 19 questionnaires accounted for unreturned. Therefore, 388 copies of questionnaires representing 95% were used for data analysis, the percentage which is adequate enough for this study. The questionnaire contained 19 items on a 5 point Likert scale comprises four (4) variables; training and development, job satisfaction, perceived organizational support and job performance.

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

4. FINDINGS AND DISCUSSION

For data analysis, the SPSS was utilized to show the normal descriptive statistics. The SPSS Pearson correlation was used to obtain the results of hypotheses tested.

Table 2

Respondent Profile

Demographic Variables	Items	Frequency	%
Gender	Male	127	32.7
	Female	261	67.3
Age	below 30	19	4.9
	30-40	138	35.6
	41-50	162	41.8
	51 above	69	17.8
Marital status	Single	25	6.4
	Married	324	83.5
	Others	39	10.1
Level of Education	NCE	219	56.4
	B.Ed/Bsc	131	33.8
	M.Ed/Msc/PGDE	38	9.8
Level of Income	below #50,000	227	58.5
	Above #50,000	161	41.5

Source: Author's Computation, (2018)

Table 2 showed the respondents profile with female having highest percentage of 67.3% and male 32.7%. This shows that the numbers of female teachers are more than the male teachers. Also, respondents between age 41-50 have the highest percentage of 41.8% while the number of respondents who are married have the highest percentage of 83.5%. The numbers of respondents

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

with NCE and income below #50,000 have the highest percentage of 56.4% and 58.5% respectively.

Table 3

Reliability statistics

Construct	Cronbach's Alpha	No of Items
Training and Development	0.896	Five
Job Satisfaction	0.801	Four
Perceived organizational Support	0.735	Three
Job performance	0.729	Seven

Source: Author's Computation, (2018)

Table 3 shows the reliability of each construct. All constructs have Cronbach's Alpha coefficient of 0.7 above. This means, all the constructs met the minimum requirement for reliability (Hair et al., 2014).

Table 4. Correlation and Regression between Training and development and Job performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.794	0.632	0.630	0.58652

Source: Author's Computation, (2018)

Table 4 shows a Pearson coefficient of 0.794 and the value is highly significant at (p value =0.00). This indicates highly positive significant correlation between training and development and teachers job performance. The R² of 0.632 suggests that when training and development is increased by 1% teachers job performance will increase by 63.2%. Based on this, the hypothesis which stated that training and development has positive relationship with teachers job performance was supported.

Table 5. Correlation and Regression between Job satisfaction and Job performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.762	0.579	0.576	0.42128

Source: Author's Computation, (2018)

Table 5 shows a Pearson coefficient of 0.762 and the value is highly significant at (p value =0.00). This indicates highly positive significant correlation between job satisfaction and teachers job performance. The R² of 0.579 suggests that when job satisfaction is increased by 1% teachers job performance will increase by 57.9%. Based on this, the hypothesis which stated that job satisfaction has positive relationship with teachers job performance was also supported.

Corresponding Author: +2348031332576

Email: dewumi07@gmail.com

Table 6. Correlation and Regression between perceived organizational support and Job performance

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	0.763	0.581	0.578	0.51308

Source: Author's Computation, (2018)

Table 6 shows a Pearson coefficient of 0.763 and the value is highly significant at (p value =0.00). This indicates highly positive significant correlation between perceived organizational support and teachers job performance. The R² of 0.581 suggests that when organizational support is increased by 1% teachers job performance will increase by 58.1%. Based on this, the hypothesis which stated that perceived organizational support has positive relationship with teachers job performance was also supported.

5. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, training and development, job satisfaction and perceived organizational support were seen to have positive significant relationship with teacher job performance. Also, training and development was noted to be the most important predictor of teachers job performance. The findings of this study are consistent with the finding of Falola, Osibanjo and Ojo (2014); Shaheen, Naqvi and Khan (2013); Zehra (2016) where training and development was found to have influence on employee job performance. Furthermore, the findings of this study have some similarities with findings of Kim and Miao (2010) where job satisfaction and perceived organizational support were found to be positively related to employee performance. The study of Mohamed and Ali (2015) as well as Khan et al. (2012) also supported the findings of this study.

The study thus recommends that government, school's administrators, regulatory agencies and other stake holders in the educational sectors should pay rapt attention to training and development of public primary school teachers, their overall job satisfaction, well-being and recognition of efforts. By doing so, it is believed that teachers job performance would be highly enhanced.

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Email: dewumi07@gmail.com

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