Organizational Factors as Predictors of Job

Performance of Non-Academic Staff in Public

Colleges of Education in South West Nigeria

**ABIOYE, Kehinde David.**

*Department of Educational Foundations,*

*Federal College of Education (Special),*

*P.M.B. 1089,*

*Oyo.*

*kehindeabioye@rocketmail.com*

**Abstract**

*This study examined organisational factors as predictors of job performance of non-academic staff in public colleges of education, south west Nigeria. This study adopted Descriptive research design of ex-post facto type. The population comprises all the twelve public colleges of education in South- West, Nigeria. The study made use of simple random sampling technique to select eight (8) colleges of education (4 Federal and 4 States). Also, one hundred (100) non-academic staff each was randomly selected from the eight (8) sample public colleges of education making a total of eight hundred (800) respondents. Self-designed questionnaire tagged ‘Organisational Factors Questionnaire (OFQ) and job performance scale (JPS)’ were used to sample the opinion of the staff (non-academic) on the influence of organisational factors on non-teaching staff job performance. The data were analyzed using descriptive statistics (frequency counts and percentages) and inferential statistics (Pearson Correlation). The formulated hypotheses were tested at 0.05 level of significance. The finding revealed positive correlation between organizational factors (working condition/environment, leadership styles, training and development) and non-academic staff job performance in public colleges of education in South-West Nigeria. Based on this fact, it was recommended that, school administrators should take cognizance of factors that encourage, motivate, improve, and boost employees’ job performance so as to achieve organisational goals and objectives.*

**Keywords:** Job Performance, Organizational Factors, Non-academic Staff and Colleges .

**Background to the Study**

Increasing productivity and forcing workers to operate at maximum efficiency has long been a big issue in every organisation. The manner in which an organization is managed determines its growth and prosperity. The success of an organisation is largely determined by the ability of its employees to give it their complete attention, which both boosts productivity among staff members and ensures the company's life expectancy. The most important resource for every firm is its human capital. The effectiveness of the organization and, eventually, its stability are directly impacted by their attitudes toward the task and its outcomes (Martin, Karimi & Humidizader, 2010). For instance, contented employees are strongly driven to give their best capacity to meet the organization's objectives. As a result, in order to meet organizational objectives, an organization is expected to inspire and motivate its employees beyond what is necessary for the job, which may result in improved job performance. Performance is behaviour display by the member of staff in an organization. It is a way staffs performing his or her work which is determined during job performance review. It is the ability of an employee to render effectively such services that he is paid to do. It is a significant determinant for organisational outcome and accomplishment.

Aboyade (2013) described job performance as a distinct level variable; this made it different from more encompassing constructs such as managerial performance or national performance which is a higher-level variable. According to Aboyade, to achieve the organizations’ objectives, employees need to perform their duties as expected. The performance of statutory duties based on workers field of specialization. Regardless of the size of the organization, employee performance on the job is crucial to its success. Since they are the ones in charge of accomplishing the organization's objectives and vision, human resources are valued beyond everything else. Employees that are dedicated, joyful, and driven are the most productive (Coleman, 2010). The management offers training and development programmes, bonuses for good performance, promotions for acceptable performance, and a positive work atmosphere to inspire staff in order to retain high competence and keep them committed to the company. Nonetheless, problems with workers' job performance still occasionally come up. Ogunyebi (2008) emphasised that in order to succeed; any organisation uses both people and material resources in achieving its ultimate purpose depends on the work performance of its employees. All other resources may be energised and accelerated by employees, which is widely considered to be the most powerful of all the components that are commonly utilised to bring about success. Therefore, the purpose of this study is to examine and determine the variables that affect non-academic staff members' job performance in public colleges of education in South-West Nigeria, considering organisational indices that may function as catalysts for high worker efficiency. Like any other organization, the success or failure of an educational institution depends on the caliber of the people who work there and the resources the institution offers to ensure the survival of its staff. Makinde (2009), explained that the only way to get the most out of employees in the school setting is to make them happy.

The primary purpose of Nigerian education institutes is to prepare teachers for the larger objective of nation-building. To the fullest extent possible, the administration of education colleges often hires qualified staff to carry out a variety of tasks in these postsecondary educational establishments in an efficient and effective manner. Every Nigerian college of education employs both academic and non-academic staff members. The non-academic personnel and their teaching counterparts are expected to work together in order to accomplish the institution's aims and objectives. There are two types of non-academic workers: senior staff and junior staff. Officers on the wage scale from CONTEDISS 06 to CONTEDISS 15 are classified as senior officers, while those on CONTEDISS 01 to CONTEDISS 05 are classified as junior officials.

The government, which also happens to be the college of education's largest employer, has already implemented several measures to address the issue of the non-academic personnel at various educational institutions performing below par on the job. Adeagbo (2010) lists raising employee salaries in Nigerian education institutions and raising the retirement age for non-academic staff members from 60 to 65 as two of the initiatives implemented. However, this issue is still present in Nigerian educational institutions. Significantly, the government has been urged to pay attention to the critical issue of non-academic staff job performance in the education system's institutions. For example, the concern for output, particularly in Nigerian public sector has increased, and this has culminated and prompted the Federal Ministry of Employment, Labour and Productivity established the National Productivity Centre as a result of growing concern about productivity, particularly in the Nigerian public sector (Osoba, 1999, Umeh & Usman, 2000). The National Productivity Center's mandate is to create and provide appropriate solutions for productivity issues across all sectors of the national economy, as well as to intentionally stimulate productivity among Nigerian workers (Akinyele 2007). The National Commission for Colleges of Education (NCCE) was founded at the nation's college system to provide quality assurance through accrediting programs. Given that, the effectiveness of college personnel, particularly non-academic staff, has a significant role in determining the degree to which the objectives of public service are realized (Akpan, 2012). The number, quality, and caliber of employees that education schools are able to hire, develop, and retain will determine how well they are able to do this difficult task.

The issues that colleges of education encounter, like any other business, will motivate staff to perform effectively and qualitatively to meet predetermined goals and objectives. The success or failure of this endeavor largely hinges on the universities' capacity to educate and mold their personnel into a skilled, productive labor force that is both willing and able to contribute to the achievement of these goals. The job performance of non-academic personnel at Nigerian institutions of education appears to have been the source of discouragement and vehement complaints from stakeholders in the education sector in recent years (Adeagbo, 2010, Adebisi, 2009, and Olanrewaju, 2015). Based on initial research, it seems that certain employee categories are not carrying out their legally mandated responsibilities or functions as required (Aboderin, 2008). The non-academic staff appears to be lacking in the areas of timeliness, regularity, time management, and communication skills. This is despite the fact that they were trained and expected to create a host of valued qualities including honesty, integrity, fairness, responsibility, resourcefulness, innovation, and productivity. Adebisi (2009) commented on this ugly development that there was increasing gap between the management efforts and the non-academic staff job performance. This is evident by poor quality of work, incessant lateness and poor record keeping. All these perceived problems may variably have negative effects on the quality of graduates produced into the labour market. Meanwhile, most studies on job performance focused on job design and psychological factors with little or no attention on the influence of organizational factors on job performance of non-academic staff in public colleges of education. The poor job performance of non-academic staff at education institutes, however, might be attributed to a number of issues, some of which seem organizational in basis. Perceived organizational aspects include things like training and development, leadership styles, and working conditions and environments. This calls for understanding of the variables that may be held accountable for low job performance, of which organizational performance is one independent variable that has been found in the research. Some factors that may appear to improve employee’s job performance could be training and development. This can influence non-academics’ job performance in the process of administrative roles in the institutions. It can be conceptualized as a deliberate effort carried out by educational institutions to expose their staff to current trend of administrative functions. Training is an important tool for the organization to improve the performance of all the staffs for organisational growth and success. An employee will become more effective and productive if he is trained well. Organization can develop and improve the quality of the current employees by providing effective training and development. Employee development is something that most people imagine as intrusive all-day group training sessions. Unfortunately, this dreaded approach to employee development is just the opposite of how employee development should occur and feel to employees. Employee development can manifest itself in many forms of training, evaluation, educational programmes, and even feedback. If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organisation itself (Franklin, Richard and Anis, 2014). The hope is that employees who receive training in line with their individual or organisational goals will become more efficient in what they do. Organisations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment in making the workers stronger. More importantly, development plans that include “train-the-trainer” (training that trains employees to become trainers of a skill) can provide exponential benefits to the organisation. This training can be anything from how employees can do their own jobs better to employees being groomed to replace their supervisors

Researches in the personnel psychology have also examined the influence of organisational leadership styles on job performance of workers in the education industry. The choice of leadership styles in every organization, colleges of education inclusive, was a function of the nature of the environment; socio-cultural belief of the administrator and the groups he leads; and, the self-perception and behaviour of the executive and the group (Meindl,2016). The leadership style is the manner of providing direction, implementing strategies and motivating individuals towards the attainment of the desired objectives. Leadership style is thus a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization. It is the manifestation of the dominant pattern of behaviour of a leader. Leadership styles are replicated in attitudes and behaviours but these in turn are the outcome of complex interactions between the way individuals think and feel. In the same line, the success of the institutions only rests upon the performance of the employees and the leadership. One of the greatest challenges facing modern management of any organization, colleges of education inclusive, is how to create good work environment in which workers would like to continue to grant their best in other to achieve organizational goals and objectives. A good working environment provides and gives employees a sense of belonging and increases their assurance to continue working in the organisation. Types of work environment in which workers operate strongly determine the way in which such enterprise prospers. Working environment/conditions is another subject matter in this discourse. Empirical findings and observations have highlighted the importance of conducive work environment to record high employee performance in the tertiary institutions. The working environment are not only lead to poor performance of employees but also may psychologically affect them making them feel demotivated and restlessness at work eventually effecting success of an organization (Firmansyah, 2020). Consequently, presently employees are focused on current situation and occurrence of work environment to measure the employees’ performance at different working environment and to see at what conditions employees work best (Satyvendra, 2019). Individuals are happy to have a job as to financially manage themselves for survival but they no longer see workplace as their second home, even though they spent most of their days’ time at workplace. They often feel they are forced in accommodating themselves into uncomfortable environmental conditions in office place which gradually results in depression, stress and even determinates their health in long run (Jena, 2016). Working environmental conditions are key determinants of work quality and employees’ performance level (Genzorová, 2017). The way working environment engages employees influence their desires in learning new skills and capabilities and also affect their motivation levels in their performance and productivity as examined by (Bushiri, 2017).

Determining the extent to which these variables can predict the job performance of non-academic staff in South-West Nigerian education institutes is also crucial. It is against this backdrop that the study examines the influence of organizational factors (working environment, organizational leadership and training and development) on job performance of non-academic staff in public colleges of education in South-West Nigeria.

**Statement of the problem**

The problem of staff’s job performance in Nigerian tertiary institutions especially, the colleges of education is critical as observed by the researcher and needs urgent attention, most especially, the quality of service rendered which tells on the institutions’ systems in the country. In recent years, stakeholders in the education sector seem to have been complaining bitterly about the job performance of non- academic-administrators in the Nigerian Colleges of Education. From the previous studies conducted by some researchers, it appears that these categories of staff are not performing their statutory duties/jobs of these institutions of higher learning as expected (Arogundade, 2020). The non- academic who were trained and expected to produce a host of cherished values like honesty, integrity, fairness, responsibility, resourcefulness, creativity and productivity are seemingly found wanting in the areas of punctuality, regularity, time management and communication skills. It has been shown that non-academic staff at Nigerian educational institutions typically does his/her jobs below expectation. This is in spite of the governments and management's resources and efforts to stop the trend. Considering the significance of non-teaching staff in the educational system, this is unprecedentedly becoming a serious reason for worry. Significant failings on the part of this group of employees include inefficiency, tardiness, and neglect of duty; all of which add up to subvert work output. Numerous research studies have determined that work designs and psychological characteristics are significant indicators of job success for non-academic staff members in higher education schools. The government and management responded to these results by bringing the years of service and pay rates for academic and non-academic workers at education colleges into line. Their work performance has not much improved as a result of this, though. Independent research has shown that organizational characteristics affect how well employees perform at work. Nevertheless, it is unclear if these elements—the work environment, organizational leadership, and training and development have any bearing. Hence, the goal of this study is to ascertain how organizational characteristics such as the (working environment, organizational leadership, and training and development) influence the job performance of non-academic staff members at public colleges of education, South-West Nigeria.

**Objective of the Study**

This study primary goal is to find out how organizational factors influence non-academic staff members' job performance at public education colleges in South-West Nigeria. In particular, the study will;

i. examine the influence of working environment on job performance of non-academic staff in public colleges of education in South-West Nigeria;

ii. investigate the influence of organizational leadership on job performance of non-academic staff in public colleges of education in South-West Nigeria;

iii. examine the impact of training and development on job performance of non-academic staff in public colleges of education in South-West Nigeria.

**Research Questions**

Following research questions were raised to pilot this study

i. Does the working environment influence non-academic staff members' job performance in public colleges education in South-West Nigeria?

ii. What impact does organizational leadership have on non-academic staff members' job performance in public colleges education, South-West Nigeria

iii. How do training and development activities influence non-academic staff members' job performance in public colleges education in South-West Nigeria?

**Research Hypotheses**

The following hypotheses were formulated to pilot this study

H01: There is no significant relationship between working environment and job performance of non-academic staff in public colleges of education in South-West Nigeria.

H02: There is no significant relationship between organizational leadership and job performance of non-academic staff in public colleges of education in South-West Nigeria

H03: There is no significant relationship between training and development and job performance of non-academic staff in public colleges of education in South-West Nigeria

**Scope of the study**

This study was restricted to eleven public colleges of education in Nigeria's South West geopolitical zone, and the respondents were non-academic staff members of these colleges. The interaction between organizational factors (working environment, organizational leadership, training and development) and job performance of non-academic staff members of these colleges) formed the basis of the contextual scope.

**Methodology**

A correlation-type survey research design was used for this study. Given that the study gathered data on the relationship between organizational factors and the job performance of non-academic staff, this is relevant and adequate. All twelve of South West Nigeria's government (public) institutes of education make up the study's population. The whole population of the responders consists of all non-academic staff members at these schools. Random selection was used in the study to choose eight (8) institutions of education (four federal and four states). Also, one hundred (100) non-academic staff each was purposefully selected from the eight (8) sampled public colleges of education making a total of eight hundred (800) respondents. Researcher employed self-designed questionnaire tagged ‘Organizational Factors Questionnaire (OFQ) and job performance scale (JPS). Research instruments were administered to the sampled respondents with the aid of three research assistants the data collected were analyzed using descriptive statistics (frequency counts and percentages) and inferential statistics (Pearson Correlation). All hypotheses were tested at 0.05 level of significance.

**Analyses of Data and Presentation of Results**

**Research question 1:** Does working environment influence job performance of non-academic staff in public colleges of education in South-West Nigeria**?**

**Table 1: Descriptive Statistics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Table 1: Descriptive Statistics of working environment influence job performance of non-academic staff in public colleges of education in south-west nigeria** | | |
| S/N | Items | Mean | Std. Deviation | |
| 1 | Adequately facilities are provided | 3.40 | .666 | |
| 2 | The office is suitable to perform administrative task | 2.98 | .631 | |
| 3 | The conduciveness of college compound is okay | 2.98 | .912 | |
| 4 | Dependable health and insurance schemes are enjoyed by staff | 3.17 | .686 | |
| 5 | The climate of the institution makes it suitable to perform very well | 2.72 | .773 | |
|  | Weighted Mean | 3.05 |  | |

The above table further revealed a weighted mean of 3.05 out of the maximum obtainable score of 4.00 which is higher than the standard means of 2.5. This reveals that working environment influence job performance of non-academic staff in public colleges of education in South-West Nigeria with weighted mean (3.05) greater than the average mean (2.5).

**Research question 2:** What influence does organizational leadership have on job performance of non-academic staff in public colleges of education in South-West Nigeria?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Table 2: Descriptive Statistics of influence does organizational leadership have on job performance of non-academic staff in public colleges of education in South-West Nigeria** | | |
| S/N | Items | Mean | Std. Deviation | |
| 6 | The leader involves other staff in decisions making | 3.27 | .721 | |
| 7 | The leader autocratically gives instructions to staff | 2.94 | .690 | |
| 8 | The leaders do allow subordinates to take decisions on their own | 2.39 | .833 | |
| 9 | The leader supervises staff directly | 2.43 | .969 | |
| 10 | The leader discusses proposed actions/tasks with subordinates and take decisions together with them | 3.29 | .528 | |
|  | Weighted Mean | 2.86 |  | |

Table 2 revealed a weighted mean of 2.86 out of the maximum obtainable score of 4.00 which is higher than the standard means of 2.5. The influence organizational leadership has on job performance of non-academic staff in public colleges of education in South-West Nigeria is that the leader involves other staff in decisions making, the leader autocratically give instructions to staff and the leader discusses proposed actions/tasks with subordinates and take decisions together with them with means of 3.27, 2.94 and 3.29 respectively which are higher than the average mean of 2.86.

**Research question 3**: What is the influence of training and development on job performance of non-academic staff in public colleges of education in South-West Nigeria**?**

**Table 3: Descriptive Statistics of influence of training and development on job performance of non-academic staff in public colleges of education in South-West Nigeria**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| S/N | Items | Mean | Std. Deviation | |
| 11 | Capacity buildings are organized Regularly for the administrative staff. | 3.12 | .717 | |
| 12 | Administrative staff are encouraged to attend seminar regularly | 2.90 | .787 | |
| 13 | Administrative staff are given study leave as an when due | 2.70 | .550 | |
| 14 | Administrative staff are encouraged to go for self-development activities like conferences, workshop etc. | 2.87 | .670 | |
| 15 | There is an establishment of career advancement programmes | 2.72 | .702 | |
|  | Weighted Mean | 2.86 |  | |

Table 3 revealed a weighted mean of 2.86 out of the maximum obtainable score of 4.00 which is higher than the standard means of 2.5. The table reveals that the influence of training and development on job performance of non-academic staff in public colleges of education in South-West Nigeria include Capacity buildings are organized Regularly for the administrative staff, Administrative staff are encourage to attend seminar regularly and Administrative staff are encourage to go for self-development activities like conferences, workshop among others with average mean of 3.12, 2.9 and 2,87 respectively which are higher that the weighted mean of 2.5.

**Test of Hypotheses**

**H01:** There is no significant relationship between Working Environment and Job Performance of non-academic staff in public Colleges of Education in South-West Nigeria.

**Table 4:** Showing Correlation Analyses And Results Between Working Environment And Job Performance Of Non-Academic Staff In Public Colleges Of Education In South-West Nigeria.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Work environment | Job performance |
| Work Environment | Pearson Correlation | 1 | .797\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 800 | 800 |
| Job Performance | Pearson Correlation | .797\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 800 | 800 |

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

Table 4, it reveals that there is a strong positive relationship between Work Environment and Job Performance since the critical value 0.00 is less that the significant value of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted thus, there is significant relationship between Working Environment and Job Performance of non-academic staff in public colleges of education in South-West Nigeria.

**H02:** There is no significant relationship between Organizational Leadership and Job Performance of non-academic staff in public Colleges of Education in South-West Nigeria

**Table 5:** Showing Correlation Analyses And Results Organizational Leadership And Job Performance Of Non-Academic Staff In Public Colleges Of Education In South-West Nigeria

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Organisational leadership style | Job performance |
| Organizational Leadership Style | Pearson Correlation | 1 | .676\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 800 | 800 |
| Job Performance | Pearson Correlation | .676\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 800 | 800 |

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

Table 5, it reveals that there is a strong positive relationship between Organizational Leadership Style and Job performance since the critical value 0.00 is less that the significant value of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis that there is significant relationship between organizational leadership and job performance of non-academic staff in public colleges of education in South-West Nigeria .

**H03:** There is no significant relationship between Training and Development and Job Performance of non-academic staff in public Colleges of Education in South-West Nigeria

**Table 6:** Showing Relationship Analyses And Results Between Training And Development And Job Performance Of Non-Academic Staff In Public Colleges Of Education In South-West Nigeria

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
|  | | Training development programme | Job performance |
| Training Development Programme | Pearson Correlation | 1 | .393\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 800 | 800 |
| Job Performance | Pearson Correlation | .393\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 800 | 800 |

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

Table 6, it reveals that there is a weak positive relationship between training and development and Job performance since the critical value 0.00 is less that the significant value of 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted that there is significant relationship training and development between and job performance of non-academic staff in public colleges of education in South-West Nigeria.

**Discussion of Findings**

The analysis from H01 above shows that there is significant relationship between Working Environment and Job Performance of non-academic staff in public colleges of education in South-West Nigeria. This is in line with assumption of Genzorová, 2017 that Working environmental conditions are key determinants of work quality and employees’ performance level. Also, Bushiri, (2017) buttress the resuit that the way working environment engages employees influence their desires in learning new skills and capabilities and also affect their motivation levels in their performance and productivity as examined.

The analysis from H02 above shows that there is significant relationship between organizational leadership and job performance of non-academic staff in public colleges of education in South-West Nigeria.the findings is similar to what was said by Meindl,(2016) that the choice of leadership styles in every organization, colleges of education inclusive, was a function of the nature of the environment; socio-cultural belief of the administrator and the groups he leads; and, the self-perception and behaviour of the executive and the group

The analysis from H03 above shows that training and development between and job performance of non-academic staff in public colleges of education in South-West Nigeria. The findings are in line with Franklin, Richard and Anis, (2014). They mentioned that Employee development can manifest itself in many forms of training, evaluation, educational programmes, and even feedback. If executed correctly, the effects of training on employee performance can often encourage growth within the worker and the organization itself.

The overall results from the study shown that there is positive and significant between organisational factors and academic staff job performance. This implies that organisational factors (working condition/environment, leadership styles, training and development) can positively promote the job performance of non-academic Staff. The implication of this is that organisational factors (working condition/environment, leadership styles, training and development) have a strong basis to enhance non-academic staff’s job performance. The performance of non-academic Staff improves as the organisational factors improve and vice-versa. It was also gathered during the field work that every non-academic staff is been motivated by what operates in their various institutions, especially in the area under study. This situation corroborates the findings of Chegin,et.al,(2010) which asserted that job performance is an extremely important criterion that relates to organisational factors. A positive and significant correlation was established between organizational factors (working condition/environment, leadership styles, training and development) and job performance of non-academic staff. This implies that, a better organizational factor (working condition/environment, leadership styles, training and development) in colleges of education or any other educational institutions will promote non-academic staff performance. This finding is inconsonance with Kampini, (2018) which posited that organisational factors of the non-academic staff is very important to the improvement of their skills to perform better in work and expected activities required of them in the organisation.

**Conclusion and Recommendation**

Based on the findings, the study concluded that there is relationship between organizational factors (working condition/environment, leadership styles, training and development) and job performance of non-academic staff in public colleges of education in South-West Nigeria. Therefore, it was recommended that, school administrators should take cognizant of factors that encourage, motivate, improve, and boost employees’ job performance so as to achieve organizational goals and objectives.

**References**

Adeagbo, B. A. (2010). Identifying motivation and interpersonal performance using peer. Evaluation. Personnel Psychology, 66, 934-949

Adebisi, S. A. (2009). An evaluation of workers’ job performance in Colleges of Education. Academic Press, 28-38.

Adekanbi, M. T. (2003). Multivariate analysis of employees’ performance appraisal. Unpublished Master Thesis, University of Ibadan, Ibadan.

Adepoju, D. A. (2005). Job satisfaction and retention of social workers in public agencies, non-profit agencies and private practices: The impact of work place condition and motivator. Administration in Social Work, 18(3), 93-121.

Ajala, E. M. (2012). The influence of workplace environment on workers’ welfare, performance and productivity. The African Symposium, 12(1), 141-149.

Akinyele, S. T. (2007). A critical assessment of environment on workers’ productivity: A case study of selected oil and gas industry in Lagos, Nigeria. African Journal on Business management, 4(3), 299-309.

Akpan, C. P. (2012). ICT competency and lecturers’ job efficacy in Universities in Cross Rivers State, Nigeria. International Journal of Humanities and Social Sciences, 4(10), 259-266.

Aremu, B. (2010). Demographic variable as moderators in the relationship between sex and job performance. Psychological Enquiry, 14, 180-190.

Ayoola, O. S. (2010). Comparing the performance of male and female- controlled businesses: Relating output to input. Entrepreneurship Theory and Practice, 25(8), 60-68

Bushiri, C. P. (2017). The impact of working environment on employees’ performance: The case of institute of finance management in Dar Es Salaam region. Asia Pacific Journal of Education.

Chegini, M. (2010) The relationship between organizational culture and staff productivity in public organizations. Journal of Social Science, 6(1), 127-129

Colman, G. A. (2010). Personnel and Human Resource Management (5th edition). London: York Publishing.

Fillippo, L. W. (2015). Towards a theory of spiritual leadership. The leadership quarterly, 14, 693-727.

Firmansyah, H. M. (2020). The effect of work motivation, work environment, and work discipline on employees’ performance of Samsat Office, Makassar. Hasanuddin Journal of Business Strategy, 2(2), 72.

Franklin D. K, Richard C, Anis M K (2014), The impact of training and development on employee performance: A case study of Escon Consulting, Singapore. Journal of Business Economics, and Management Studies 3(3)

Frost, T., & Dreyer, J. (2000). Organizational Development Mumbai: Jaico Publishing

Genzorová, T. (2017). Employee benefits as one of factors of work motivation. CBU International Conference Proceedings

Jena, L. K. (2016). Employee performance at workplace: Conceptual Model and Empirical Validation. Business Perspectives and Research .

Kampini, T. (2018) Impact of organizational structure on employee performance. Available at: https://m.grin.com/document/434752 [Accessed 11 May 2020

Katcher, S. & Snyder, T. (2003). Organizational commitment. USA: Atomic Dog.

Kreitner, R. & Kinicki, A. (2007). Organizational behaviour (7th edition) New York: McGraw-Hill/Irwin.

Makinde, S. A. (2009). Work environment as a predictor of job performance and organizational commitment. Journal of Applied Psychology, 83, 450-470.

Martins, J., Karimi, S., & Humidizader, A. (2010). Organizational communication and change. Upper Saddle River: Prentice Hall.

Meindl, J.R. (2016). The romance of leadership as follower centric theory: A social constructionist approach. Leadership Quart, 6(3): 330-331.

Mike, A. (2010). Visual workplace: How you see performance in the planet and in the office. International Journal of Financial Trade, 11(3), 250-260.

Ogunyebi, L. A. (2008). Personality, attitude and leadership factors and job performance of employees in educational institutions. Benin City: NAEAP.

Olanrewaju, J. O. (2015). Leadership styles and organizational behaviour. Journal of Organizational Behaviour, 18, 201-213.

Osoba, A. M. (1999). Productivity in Nigeria: Proceeding of a national conference. Ibadan: Productivity Prices and Income Board.

Oxford Advanced Learner’s Dictionary (2015). What is training? London: Oxford University Press.

Ozuoroke, A. A., Ordu, P. O. & Abdulkarim, A. (2011). Leadership styles and business educators’ job performance in senior secondary schools in a changing environment. Journal of Educational and Social Research, 1(3), 121-132.

Robbins, S. P. (2005). Organizational behaviour (10th edition). Delhi: Pearson Education.

Satyvendra. (2019). Impact of workplace environment on employee performance. Sage

Shirder, A. R. (2002). Job motivating factors. Organization Studies, 10, 108-145.

Taylor, S. (2000). Becoming a character for commerce emotion. Management Communication Quarterly, 8, 112-118.

Umeh, E. O. C. & Usman, G. A. (2000). Increasing productivity in Nigeria: Proceeding of the 1st national conference in Nigeria. Lagos: National Manpower Board.

Watson, S. A. (2011). Lesson in training management. Journal of Management, 46(30), 75-81.