

**THE MODERATING ROLE OF ORGANIZATIONAL COMMITMENT ON THE
RELATIONSHIP BETWEEN TRAINING AND TEACHER'S PERFORMANCE OF
PUBLIC SECONDARY SCHOOLS**

By

ABUBAKAR SADIQ ABDULLAHI

Email: **sadiqnan@mail.com**

Department of Business Education

School of vocational and technical education

Aminu Saleh College of Education, Azare, Bauchi State, Nigeria

ABSTRACT

In all education system, the performance of teachers is one of the fundamental factors determining school effectiveness and learning outcomes. It is becoming worrisome to note that the performance of these teachers specifically in Bauchi state has taken a negative shape. Hence, this study examined the effect of training on teachers' performance and the role of organizational affective commitment. A survey research design was used and data were collected from 354 public secondary school teachers in Bauchi Metropolis by using Newman et'al perceived training availability scale, Allen & Meyer's organizational affective commitment scale and Koopman's task performance scale. The study utilized hierarchical multiple regression analysis and the results indicated a significant positive effect of training on teachers performance. The results further revealed that organizational affective commitment has potential moderating effect on the relationship between training and teachers' performance among public secondary schools in Bauchi Metropolis. The study base the findings, therefore recommended for institution of training program on a regular basis. Also effort should be made to stimulate teachers' commitment to the various schools they work.

Key words: Training, organizational commitment, performance, teachers and public secondary schools

1.0 Introduction

Public Secondary schools are established to educate students to enable them contribute to the economic, political and social cultural well, being of their country as well as discovering their talents. In Bauchi State, there appears to be a hindrance in the realization of these objectives. An important factor responsible for this can be attributed to the deteriorating performance of teachers of these schools and this is evident by the recent remark made by the state governor, Barr muhammed Abubakar (leadership, 2016) where he expressed his dismay on the declining commitment and performance of the teachers in the state. According to him, the state public secondary schools are characterized by decaying condition lack of learning materials and most importantly non performing teachers who are of the habit of resuming late to work and have no focus or direction whatsoever in the realization of their objectives as a teacher. The governor noted that teachers especially that of secondary schools in the state lack commitment to their duties. The Teacher's performance describes whether a teacher executes his/her job duties and responsibilities well.

However, studies (e.g. Owens, 2006; Ghannam, 2010; Amir & Amen, 2013, Bashir, Alias, & Awang, 2016; Yusuf, 2016) have documented factors attributed to the deteriorating performance of these teachers some of which are inadequate facilities, poor commitment of teachers, inadequate training, low qualification and teachers' personal belief. Sufficient efforts are not made by the Government of Bauchi state and some parents to provide the necessary training need for the teachers. Studies (e.g (Rahman, Nabi Bux, Akhter, Saeed Ul Hasan, & Ajmal, 2011; Rhoda, n.d.; USAID & EQUIP1, 2006) have observed that Development of human resource is key to the success of any organization as the smooth and efficient running of any organization depends on how well staff are equipped with appropriate skills to perform their tasks. A teacher just like any

other employee 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. With the emerging trends of education in Nigeria, the quality of teachers is becoming increasingly threatened to the extent that some parents have cultivated the habit of rejecting some calibre of teachers(Jahangir, Saheen, & Kazmi, 2012). The teacher has to keep abreast with the changes in teaching methodologies, pedagogies and curriculum and hence the, importance of training for teachers. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Obisi, 2001).

However, it is not uncommon to notice some teachers who may be provided with right training needs and facilities to aids in the discharge of responsibilities yet performs below expectation; this might be a result of low commitment, supervision, pay and other work related factors. For example Nkosi (2015) noted that training opportunity has a significant association with employee commitment, the study concluded that employees who are awarded training opportunity will be more committed to the job and the resulting effect will be improvement in performance. Similarly, in 2008, Dysvik and Kuvaas studied the relationship between perceived training opportunity and employee outcomes; they asserted that perceived training opportunities, task performance and citizenship behaviours were fully mediated. They further stress that though training have positive impact on employees performance but its impact may not be without some influencing factors including employees' belief in their abilities, commitment and motivation on the job. Also, Brum (2007) while noting that training has been used extensively by organizations as a competitive strategy, notes that there is significant varying debates among professionals and scholars as to the effect that training has on both employee and organizational performance. Rohan and Mohanty (2012) explained in their research that training is an important tool for the purpose of enhancing

the workforce performance. They however revealed that in diverse work group and industry the effect of training are varied.

The problem of the current study is related to the gap between the expected performance and the actual performance of the teachers in public secondary schools Bauchi metropolis. This gap may be bridged through well designed training and development programs, enhancing organizational commitment, performance accomplishments which according to Bandura (1997) have proved to be the most influential source of efficacy because they are based on one's own mastery experiences. Also, concensus may have been reached among the literatures on the nature and direction of traning and employees performance relationship but there seems to be no agreement among empirical studies on the impact of training on the performance of employees (Harris & Sass, 2007). For example, while studies by Bashie and Ramay (2008), Amir and Amen (2013) and Asim (2013) have documented significant positive effect of training and performance but Rohan & Madhumita (2012) noted that the effect of training and performance has not reach a significant level. Given the new educational challenges, there is a growing concern that the preparation of teachers need to be enhanced for them to be fully effective in the discharge of their duties.

The objective of this study is to investigate the effect of training on the performance of public secondary school teachers in Bauchi metropolis and the role of organizational affective commitment.

1.1 Research Objectives

The general objective is to examine the moderating role of organizational commitment on the relationship between training and teacher's performance. The specific objectives are:

- i. To determine whether training affect performance of teachers among public secondary schools in Bauchi metropolis

- ii. To determine whether or not teacher's organizational affective commitment moderates the relationship between training and teachers' performance among public schools in Bauchi metropolis

Research hypothesis

- i. H_{01} : Training availability does not significantly affect the performance of public secondary school teachers in Bauchi metropolis
- ii. H_{02} : Organizational affective commitment does not moderate training and performance relationship among public secondary school teachers in Bauchi metropolis

1.3 Significant of the Study

Education system is absolutely beneficial for any society on the whole as 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 role of education, quality teachers who are needed to provide their professional services in maintaining standard expected by the society. However, it is becoming worrisome to note the alarming deterioration of teachers' performance as identified by the Bauchi state government. Thus, it becomes imperative to conduct a study examining the influence of performance predictors as identified above and recommend possible solution to the problem.

The findings of this study would be a resource for Bauchi state government in the management and administration of public secondary schools. It will further assist them in designing appropriate training programs and motivational strategies that will stimulates commitment of teachers in public schools.

The study by integrating moderating variable in the relationship between training and teachers' performance would bridge the research gap created by previous studies and provide direction for future studies.

1.4 Scope of the Study

The current study focuses on teachers of public secondary schools in Bauchi metropolis. It will concentrate on effect of training on teachers' performance and the moderating role of organizational affective commitment. The population is comprised of all public secondary school teachers in Bauchi metropolis consisting 2443 teachers. The decision of the researcher to choose Bauchi metropolis as domain was because public secondary schools across Bauchi state have similar characteristics and as such any sample taken can be representative of the whole.

2.1 Training and teacher's performance

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

Training according to Goldstein (1993) can be defined as the systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment. Training refers to bridging the gap between the current performance and the standard desired performance (Amir and Amen, 2013). It

could be given through different methods such as on the coaching and mentoring, collaborations, peers cooperation and participation by the subordinates. In general, literature considers that training improves organizational performance by creating a work- force with extensive knowledge and skills (Kraiger, 2003; Ballesteros, De Saá, Domínguez, 2012 & María, Daniel and Raquel, 2014). The lesson behind this assumption is that training plays a key role in enhancing two of the main sources of organization's competitive advantage which according to Subramaniam and Youndt, (2005) includes human capital and its organizational knowledge.

Despite the presumed positive relationship between training and employees performance, some empirical evidences do not support this assumption as they advocated that training does not have direct effect on employee performance. One explanation provided to support this argument is that training have but an indirect effect by improving employees' performance and other organizational out-comes.

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

Palo and Padhi (2003) describe training practices as the exercise of bestowing workers with skills and strengthening their capabilities in their performance. However, Karia (1999) have faith in that availability of suitable training build-up time; enhance productivity and consequently employee efficiency which is important for improving employee performance. Owens (2006) studied the association between training and organizational results and discovered that to be true. The study by Owens theorized that employee's in training initiatives will account higher levels of commitment and will be less likely to consider turnover. The research confirmed the theory that training positively impacts on turnover and commitment which in turn boosts employee performance. Ghannam (2010) studied the impact of training on the performance of the employees in the Palestinian insurance sector, the study found that there is a relationship between the training and performance improvement, and the external training is the best training procedure, the study also found that there are effect of the training on the organizational commitment of employees in the insurance sector in Palestine. Many other scholars and practitioners in addition to Owens have had similar research findings. Hence when employees are trained, they perform their duties with full honour and dedication, they become fully loyal with (Asim,2013)

2.2 The Role of Organizational commitment

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

Few papers have studied empirically whether the relationship between training and performance is moderated or mediated by other variables (María, Daniel and Raquel, 2014). One of them is the research of Ahmad and Schroeder (2003). According to them, training in job related skills have an indirect effect on operations performance through its effect on organizational commitment.

Availability of effective training for employees triggers organizational commitment moral and eventually results in improve performance. Gelade and Ivery (2003) provide evidence that work climate mediates the relationship between training and the unit performance. However, Bhatti & Qureshi (2007) noted that despite the considerable training expenditure in most public sector establishment and institutions, employee commitment continues to dwindle, staff voluntary turnover still exist and employee performance continues to deteriorate. These conflicting views call for further examination of the organizational commitment role in training and performance relations. Meyer & Allen (1991) identified three dimensions in organizational commitment and they are affective commitment, continuance commitment, and normative commitment. This study only looks into affective commitment because affective commitment is the strongest predictor of employee performance compared to continuance or normative commitment (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Affective commitment is employee's emotional attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991).

2.3 Theoretical frame work

A number of theories have over the years been developed to explain the relationship between training and performance. Some of which are reinforcement theory, resource base view of the firm and social learning theory. However, the current study adopted the social learning theory as an underpinning theory for the proposed model. 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. Human beings are social creatures and social learning strategies should be utilized when teaching, knowledge is demonstrated through

competence, learning is a matter of participating and active engagement with the world, learning produces meaning and makes engagement with the world meaningful and improves results.

2.4 Proposed research model



3.0 Research methodology

3.1 Research Design

A survey research design is used for the purpose of this study because the researcher used a structure questionnaire which was administered to the participants. the using questionnaires is advantageous, Babbie and Mouton (2001) and this is because questionnaires are economical, speedy, there is no bias (as in interviews), and the possibility of anonymity and privacy encourages candidates to be willing to respond on sensitive issues, and do so honestly. The questionnaire will be divided into four sections and all will be in a close ended form. Section one will address questions on individual teachers demographic data, section two will address questions on perceived availability of training (PAT), section three will address questions on organizational affective commitment and section four will address questions on teachers' performance. All responses will be taken at 5point likert scale, that is: strongly disagree, disagree, neutral, agree and strongly agree. This will make the study to be more flexible and relevant in identifying necessary variables that will be required to achieve the objectives of the study. In addition, it is mostly recommended from previous studies (Dawes, 2014).

3.2 Population and Sample size of the Study

The population of this study is comprised of teachers of all public secondary schools in Bauchi Metropolis. There are 49 public secondary schools in Bauchi metropolis with total of 2443 teachers. Using the morgan (1977) sample size table at 5% confident level, the sample size was arrived at 332 teachers. However, in view of the recommendation by Isreal (2013) that about 10% to 30% of the sample size be added to cater for unreturned and improperly completed questionnaire, we added 20% and arrived at 398 samples. The study utilized stratified and proportionate sampling method. The schools represented the strata and in each stratum, the sample taken is in proportion of the number of teachers they have. For example, G.J.S.S KOFAR WASE has 40 teachers and given total population ad sample size of 398, the sample is calculated as follow:

$$(40*398)/2443 = 6.516578, \text{ approximately } = 7$$

3.3 method of Data Collection

Questionnaire was used to collect data from participants. Data was be collected by Self-administered questionnaires. Questionnaire has a simple and convenient design style with closed questions thus; the researcher has on this basis adapted questions suitable in measuring the various constructs of this study from previous studies. The questionnaires for each school was handed over the principal of the school for administration. All instruments used in this study were considered to have a good internal consistency with cronbach alpha coefficient value within the range of 0.70 and 0.95 which according to Cohen and Swerdlik (2010), Bland and Altman (1997) and DeVellis (2003) are acceptable.

i. Training

The instrument was adopted from Newman, thanacoody & Hui, 2011. It is a 5 items scale measured in 5 point likert scale.

ii. Organizational commitment

Affective commitment questionnaire was extracted from Allen & Meyer (1990) organizational commitment scale. Allen and Meyer (1996) reported reliability coefficient of 0.85 cronbach alpha. The scale was measured in 5 point likert scale. The current study maintained this scale so as to conform to scale adopted in other constructs of the study.

iii. 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 3.3: Reliabilities table

S/N	Construct	Reported Cronbach
1.	Training	0.92
2	Organizational commitment	0.85
3	Performance	0.79

3.4 Data analysis technique

The results of the survey were analyzed using descriptive statistics and correlation techniques. SPSS version 20 was used in the analysis. The researcher intends to test the unknown effect of one or more variable on the other and as advocated by stock and Watson (2003), multiple regression tecnique is suitable. However, Tabachnick and Fidell (1996) identified some assumptions of multilple regression which includes linearity, normality, collinearity, homosckedasticity and independent of residual error. The current study tested all the assumptions using spss version 20.

4.0 Results

4.1 pre-data analysis test

The researcher distributed 398 questionnaires to public secondary school teachers in Bauchi metropolis, 366 were returned and 354 were fully completed. As part of preliminary analysis, the researcher conducted reliability test using the cronbach alpha coefficient and detail is as shown below. These values are within the range of 0.70 and above as recommended by Lloyd, Streiner and Shannon (1998)

Table 4.1 reliability results

S/N	Construct	Cronbach alpha coefficient
1.	Training	0.895
2	Organizational commitment	0.838
3	Performance	0.859

Source: spss output, 2017

Other preliminary tests conducted were linearity, normality, homoskedasticity and collinearity. The study made use of scatter plot for linearity and homoskedasticity, descriptive statistic for normality (skewness should be between +1.96 and -1.96) and tolerance and Variance inflation factor (VIF) for collinearity. a physical inspection of the scattered plot showed that the data are fairly linear and homoskedastic. However, it was noted that item 1 of the performance scale was highly negatively skewed as shown in the appendix. We normalize this using Log 10 and the result is as shown on the appendix.

4.2 correlation output

A correlation analysis was performed to determine the nature of the relationship between the independent and the dependent variables. A Pearson correlation was used and the results are as s tabulated below.

Table 4.2 Correlation between variables

	PER	PAT	AC
PER	1		
PAT	.399**	1	
AC	.576**	.394**	1

N 354

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

AC= affective commitment; PER = performance; PAT= perceive availability of training

The results of the correlation as presented above indicates that the independent variable, perceive availability of training (PAT) predict the dependent variable, performance (PER) with $r = .399$ significant at $p < .01$ and affective commitment (AC) predict performance with $r = .576$ significant at $p < .01$. A close look at the result showed that a more correlation between commitment and performance than training and performance.

4.3 Regression results

A hierarchical multiple regressions was conducted to test the effect of the independent variable on the dependent variable and to determine whether the first model is moderated by the centered interaction term or not. The moderation analysis is designed to detect a linear by linear interaction. That is, it tests the extent to which the strength of the linear relationship between a predictor and the dependent variable is a linear function of the level of a second predictor variable. The regression output comprised three components, model summary, ANOVA and coefficients tables.

The model summary section shows the R-squared (R-squared is the coefficient of determination), adjusted R-squared which are important for determining the variance in dependent variables caused or explained by the independent variable and the R squared change which the amount of change in the variation caused by the introduction of additional variable or the addition of interaction terms.

The ANOVA section determines whether or not to reject the null hypothesis. Null hypothesis infers that the model has no explanatory power or simply put, none of the independent variables predict the dependent variable. If the F-test is >0 and the p-value is <0.05 (p-value is in the Sig column), then the null hypothesis is rejected inferring that the regression model is a good fit for the data.

Under the coefficient section, unstandardised coefficients (*B-value*) determine the strength and the direction of the influence (positive or negative) by independent variables on the dependent variable. The t-value and p-value (Sig) determine the probability of the individual (*B*) coefficient occurring by chance. The results are shown below

Table 4.3.1 Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson
					R Square Change	F Change	Sig. F Change	
1	.399 ^a	0.159	0.157	0.71445	0.159	66.786	.000	
2	.606 ^b	0.367	0.363	0.62102	0.207	114.877	.000	
3	.882 ^c	0.778	0.776	0.36803	0.412	649.448	.000	2.011

a. Predictors: (Constant), PAT b. Predictors: (Constant), PAT, AC

c. Predictors: (Constant), PAT, AC, ICACPAT d. Dependent Variable: PER

Table 4.3.1 above shows that perceive availability of training explains 15.9% variation in the dependent variable ($R^2 = .159$) while the remaining 84.1% is explained by other variables not included in the model. The adjusted r square is at .157 meaning that PAT will explain 15.7% of the variation in teachers' performance if other variables are included in the study.

Also, in the model 2 The coefficient of determination (R^2) stood at .367 which means that 36.7% of the variation of teachers' performance is explained by perceive availability of training and affective commitment while the remaining 63.3% is explained by other variables. The adjusted r

square is at .363 meaning that work stress will explain 36.3% of the variation in teachers' performance if other variables are included in the study. The R2 change stood at .207 which implied a change by 20.7% in the variation explained by the addition of affective commitment. Model 3 represent the moderation test and this was carried out by the inclusion of the interaction term. The r Square Change of .412 indicating the increase in variation explained by the addition of the interaction term (PAT*AC). This increase is by 41.2%, which is the percentage increase in the variation explained by the addition of the interaction term. This increase is statistically significant ($p = .000$ which is less than 5% sig.), a result we obtain from the "Sig. F Change" column. We can conclude that organizational affective commitment has the potential of moderating the relationship between perceive availability of training and teachers' performance in Bauchi Metropolis. The Durbin-Watson $d = 2.011$ which is between the two critical values of $1.5 < d < 2.5$ and therefore we can assume that there is no first order linear auto-correlation in our multiple linear regression data.

Table 4.3.2 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1	34.090	1	34.090	66.786	.000 ^b
	179.674	352	.510		
	213.764	353			
2	78.394	2	39.197	101.635	.000 ^c
	135.369	351	.386		
	213.764	353			
3	166.358	3	55.453	409.414	.000 ^d
	47.405	350	.135		
	213.764	353			

a. Dependent Variable: PER b. Predictors: (Constant), PAT

c. Predictors: (Constant), PAT, AC d. Predictors: (Constant), PAT, AC, ICACPAT

The F value as shown above is greater than zero with $F(1,352) = 66.786$ at $p = .000$. The significant value is less than the established .05 thus we reject the first null hypothesis which state that

training does not significantly affect the performance of public secondary school teachers in Bauchi metropolis and accept the alternate hypothesis. Also, with the introduction of the moderator affective commitment in the first model and the incorporation of the interactive term (PAT*AC), the F-value has risen to 409.414 at $p=.000$ which is less than 5% significant level, thus we reject the second null hypothesis which state that affective commitment does not have potential significant moderation on the relationship between training and performance of public secondary school teachers in Bauchi Metropolis.

Table 4.3.3 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	2.976	.148		20.049	.000		
PAT	.343	.042	.399	8.172	.000	1.000	1.000
2 (Constant)	1.984	.159		12.499	.000		
PAT	.175	.040	.204	4.416	.000	.845	1.184
AC	.468	.044	.495	10.718	.000	.845	1.184
3 (Constant)	4.116	.126		32.696	.000		
PAT	-.275	.029	-.320	-9.341	.000	.540	1.851
AC	.360	.026	.382	13.749	.000	.823	1.215
ICACPAT	-.798	.031	-.864	-25.484	.000	.552	1.813

a. Dependent Variable: PER

The results of the coefficient table shows that both predictors significantly predict turnover intention with: PAT, Beta = .204, $t(353) = 4.42, p < .05$, AC, Beta = .495, $t(353) = 10.72, p < .05$. The variance inflation factor (VIF) and Tolerance for all the predictors are within the acceptable range. Tolerance should be > 0.1 (or $VIF < 10$) for all variables; hence we can conclude that there is absence of multicollinearity

5.0 Conclusion and Recommendations

Base on the findings of this study, it can be concluded that the performance of public secondary school teachers in Bauchi Metropolis are greatly affected by training availability and that the more teachers are committed the more their performance. In addition, teachers' organizational affective commitment has potential to affect the effect of training on teachers' performance in public secondary schools in Bauchi Metropolis. Where teachers are trained but failed to display appropriate commitment to their duties, such teachers may not meet the expected performance level. It is base on this result that we recommend the government of Bauchi state to carry out training program on a regular basis. Also effort should be made to stimulate teachers emotional attachment to their various schools they work.

It should be noted that this study was limited to teachers of public secondary schools in Bauchi metropolis; the findings cannot be generalized to teachers of other schools such as private schools and other higher institutions in Bauchi as well as in the country. The sample size was too small for generalization. For the purpose of future research it is suggested that similar study could be directed on a bigger sample size and on different sectors of Nigeria and alongside with these and some more performance and development areas might be incorporated in order to raise the scope of the research. In addition further studies can also include more variables on the model.

REFERENCES

- Abubakar M.A (2016, July 20) Dilapidated schools in Bauchi state leadership.ng/news/542364/dilapidatedschools in bauchi state
- Ahmad, O., & Schroeder, R.G. (2003). The impact of human resource management practices on operational performance: Recognizing country and industry differences. *Journal of Operations Management*, 21(1): 19-43.
- Ajala .E. M. (2013) Self-Efficacy, Performance, Training and Well-Being of Industrial Workers in Lagos, Nigeria *International Journal of Psychological Studies*; Vol. 5, No. 2; 2013 ISSN 1918-7211 E-ISSN 1918-722X Published by Canadian Center of Science and Education doi:10.5539/ijps.v5n2p66 URL: <http://dx.doi.org/10.5539/ijps.v5n2p66>
- Al-mzary, M. M. M., Mohammad, A., Mohammed, H. D. A. A., & Eid, O. (2015). Training and its impact on the performance of employees at Jordanian universities from the perspective of employees : The case of Yarmouk University. *Journal of Education and Practice*, 6(32), 128–140.
- Armstrong,M.(1995). A handbook of personnel Management Practices.Kogan Page Limited London.
- Asim, M. (2013). Impact of Motivation on Employee Performance with Effect of Training: Specific to Education Sector in Pakistan. *International Journal of Scientific and Research Publications*, 3(9), 1-9
- Bandura, A (1963). Social learning and personality development. New York: Holt, Rinehart, and Winston.
- Bandura, A (1977). Social Learning Theory. Oxford, England: Prentice-Hall.
- Bandura, A. (1997), Self-Efficacy: The Exercise of Control, Freeman and Co., New York, NY.
- Ballesteros, J.L., De Saá, P., Domínguez, C., (2012). The role of organizational culture and HRM on training success: evidence from the Canarian restaurant industry. *International Journal of Human Resource Management* 23, 3225---3242.
- Bashir, H., Alias, M. B., & Awang, H. (2016). The influence of teachers' attitude on their occupational task performance in teaching engineering drawing, (1975), 164–169.
- Bashir, S; & Ramay, M.I. (2008). Determinants of organizational commitment: A study of information technology professionals in Pakistan at Mohammad Ali Jinnah University, Islamabad, *Institute of behavioral and applied management*, 9(2): 12-31, available at: http://www.ibam.com/pubs/jbam/articles/Vo19/no2/JBA_M_9_2_7.pdf, accessed on December 15, 2013.
- Bembenutty, H. (2006). Teachers' Self-efficacy Beliefs, Self-Regulation of Learning, and

Academic Performance. *A Paper Presented at the Annual Meeting of the American Psychological Association*, (718), 1–14.

Brum, S. (2007). What Impact Does Training Have on Employee Commitment and Employee Turnover? *Schmidt Labour Research Centre Seminar Research Series*.

Cherian, J., & Jacob, J. (2013). Impact of Self Efficacy on Motivation and Performance of Employees. *International Journal of Business and Management*, 8(14), 80–88. <http://doi.org/10.5539/ijbm.v8n14p80>

Dawes, J. (2014). Do Data Characteristics Change According to the Number of Scale Points Used ? An Experiment Using 5 Point , 7 Point and 10.

Dysvik, A. & Kuvaas, B. (2008). The relationship between perceived training opportunities, work motivation and employee outcomes. *International Journal of Training and Development* 12(3), 138-157.

Elnaga, A., & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, 5(4), 137–147. <http://doi.org/10.2991/gecscs-14.2014.90>

Faems, D., Van Looy, B., Debackere, K., 2005. Interorganizational collaboration and innovation: toward a portfolio approach. *Journal of Product Innovation Management* 22, 238 250

Falola, H. O., Osibanjo, A. O., & Ojo, S. I. (2014). Effectiveness of training and development on employees' performance and organisation competitiveness in the Nigerian banking industry, 7(1).

Gelade, G.A. and Ivery, M. (2003) The Impact of Human Resource Management and Work Climate on Organizational Performance. *Personnel Psychology*, 56, 383-404. <http://dx.doi.org/10.1111/j.1744-6570.2003.tb00155>

Ghannam. (2010). *The impact of training on the performance of employees in the insurance sector of the Palestinian*. Unpublished research, An-Najah University, Nablus, Palestine.

Goldstein, I.L., (1993). *Training in Organizations*. Brooks/Cole Publishing Company, California.

Hafeez, U., & Akbar, W. (2015). “Impact of Training on Employees Performance” (Evidence from Pharmaceutical Companies in Karachi, Pakistan). *Business Management and Strategy*, 6(1), 49. <http://doi.org/10.5296/bms.v6i1.7804>

Harris, C.R. (2003). A review of sex differences in sexual jealousy, including self-report data, psychophysiological responses, interpersonal violence, and morbid jealousy. *Personality and Social Psychology Review*, 7, 102-128.

Harris, D. N., & Sass, T. R. (2007). Teacher training, teacher quality and student achievement. *Education*, 8(march), 1–61. <http://doi.org/10.1016/j.jpubeco.2010.11.00>

- Jahangir, S. F., Saheen, N., & Kazmi, S. F. (2012). In Service Training : A Contributory Factor Influencing Teachers ' Performance. *International Journal of Academic Research in Progressive Education and Development*, 1(1), 31–38.
- Judge, T. A., & Bono, J. E. (2001). Relationship of Core Self-Evaluations Traits — Self-Esteem , Generalized Self-Efficacy , Locus of Control , and Emotional Stability — With Job Satisfaction and Job Performance : A Meta-Analysis, 86(1), 80–92.
<http://doi.org/10.1037//0021-9010.86.1.80>
- Judge, T. a, Jackson, C. L., Shaw, J. C., Scott, B. a, & Rich, B. L. (2007). Self-efficacy and work-related performance: the integral role of individual differences. *The Journal of Applied Psychology*, 92(1), 107–127. <http://doi.org/10.1037/0021-9010.92.1.107>
- Kaitlyn LaForge-MacKenzie* and Philip J. Sullivan (2014) The relationship between self-efficacy and performance within a continuous educational gymnastics routine. *International Journal of Sport and Exercise Psychology*. Vol. 12, No. 3, 206–217,
<http://dx.doi.org/10.1080/1612197X.2014.909511>
- Kenney (1992) Management Made East. 1st Ed. South Carolina: Omron Publishers
- Kraiger, K., (2003). Perspectives on training and development. In: Borman, W.C., Ilgen, D.R., Klimoski, R.J. (Eds.), *Handbook of Psychology: Industrial and Organizational Psychology*. John Wiley and Sons Inc., Hoboken, NJ, pp. 171---192
- Maria T., Arnold B. B. & Daantje D. (2013). Daily job crafting and the self-efficacy – performance relationship. *Journal of Managerial Psychology*. Vol. 29 No. 5, 2014 pp. 490-507 Emerald Group Publishing Limited 0268-3946
DOI 10.1108/JMP-05-2012-0148
- Nkosi, S. M. (2015). Effects of training on employee commitment , retention and performance : A case study of a Local Municipality in South Africa, 7(15), 104–109.
- Obisi C. (2001), Employee development, Issues and dimensions, *Unical Journal of public Administrator* Sept Vol. 1
- Palo S., Padhi, N. (2003). Measuring Effectiveness of Total Quality Management Training': An Indian Study. *International Journal of Training and Development*, 3(7), 3–16.
- Prieto, L. L. (2009). Exploring the Power of Self-efficacy at Work : Some Empirical Studies from the Social Cognitive Perspective. *Perspective*, 1–194.
- Rahman, F., Nabi Bux, J., Akhter, Y., Saeed Ul Hasan, C., & Ajmal, M. (2011). Relationship Between Training Of Teachers And Effectiveness Teaching. *International Journal of Business and Social Science*, 2Rahman, F, 150–160. Retrieved from
<http://search.proquest.com/docview/904524261?accountid=12253>
http://openurl.man.ac.uk/sfx/lcl3?url_ver=Z39.882004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=P

roQ:ProQ:abiglobal&atitle=Relationship+Between+Training+Of+Teachers+And+Effectiv

Rhoda, M. (n.d.). Effects of in-service training on the performance of secondary school teachers in Kiambu West District Author :, 1.

Rohan Singh and Madhumita Mohanty (2012). “Impact of Training Practices on Employee Productivity: A Comparative Study”, *Inter science Management Review (IMR)* ISSN: 2231-1513 Volume-2, Issue-2, pp.87-92,

Subramaniam, M., & Youndt, M. A. 2005. The Influence of Intellectual Capital on the Types of Innovative Capabilities. *The Academy of Management Journal*, 48(3): 450-463.

Tehseen, S. (2015). Factors Influencing Teachers ’ Performance and Retention, 6(1), 233–244. <http://doi.org/10.5901/mjss.2015.v6n1p233>

USAID, & EQUIP1. (2006). The Kuchinerla School for Girls in Andhra Pradesh , India The Impact of In-Service Training on Teachers ’ Performance, (October), 1–5.

Yusuf, H. O. (2016). Impact of teachers ’ qualification and experience on the performance of students in colleges of education in kaduna state , nigeria, 3(2), 52–61.

Vancouver, J. B., Thompson, C. M., & Williams, A. A. (2001). The changing signs in the relationships among self-efficacy, personal goals, and performance. *Journal of Applied Psychology*, 86, 605–620.

APPENDIX I

Abdullahi Abubakar Sadiq

Department of Business
Education, Aminu Saleh College of
Education, Azare, Bauchi State.

Dear participant,

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

INSTRUCTION

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

SECTION A – PERSONAL DATA

1. Gender male___ female_____
2. Education Level: Teacher’s Certificate _____ B.Ed. _____ Master’s in Education _____
PhD_____ Other (please specify) _____
3. Age: under 18 18-25 26-30 31-35 36-40 41-45 above 4
7. What socioeconomic status (SES) do the majority of your students come from?
Low _____ medium _____ high _____ not sure _____
8. experience : less than 5yrs 6-10yrs 11-15yrs 16-20yrs more than 20yrs

SECTION B

	PERCEIVED AVAILABILITY OF TRAINING (adapted from newman, thanacoody & hui, 2011)	SD	D	N	A	SA
1.	My organisation provides its employees with good opportunities to undertake in-house job-specific training	1	2	3	4	5
2.	My organization provides a good environment for new recruits to learn job-specific skills and knowledge	1	2	3	4	5
3.	My organisation provides it employees with good opportunities to learn general skills and knowledge inside the organisation which may be of use to me in my future career	1	2	3	4	5
4.	My organisation provides its employees with good opportunities to	1	2	3	4	5

	undertake general training programmes and seminars outside of the organisation					
5.	My organisation provides assistance for its employees to take management training and development courses externally at educational institutions	1	2	3	4	5

SECTION C

	Affective commitment (adopted from Allen & Meyer 1990) c.a 0.85	SD	D	N	A	SA
6	I enjoy discussing my school district with people outside it.	1	2	3	4	5
7	I would be happy to spend the rest of my career with this school district.	1	2	3	4	5
8	I do not feel like a part of the family in this school district	1	2	3	4	5
9	I really feel as if this school district's problems are my own.	1	2	3	4	5
10	I do not feel emotionally attached to this school district	1	2	3	4	5
11	This school district has a great deal of meaning for me.	1	2	3	4	5
12	I feel a strong sense of belonging to this school district.	1	2	3	4	5
13	I think I could easily become as attached to another school district	1	2	3	4	5

SECCTION D

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