

Effects of burnout, compensation, supportive college environment, training and development on academic staff performance in Jigawa State College of Education Gumel, Nigeria

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Keywords

burnout, compensation, organizational justice, Performance, supportive college environment

Abstract

Colleges of Education and other tertiary institutions like universities assume the role of training and producing teachers to teach in junior secondary schools and primary schools in Nigeria. The success or failure of any college of education depends very much on the ability of the institution to train and develop its staff into a productive, competent and skilled work force which is capable of, and willing to work towards the realization of these objectives. Past studies have revealed that employee performance may be affected by factors such as training, burnout, organizational justice, compensation and environmental support. Therefore, the current study examined the Influence of Job Related Factors on the Performance of Academic Staff in Jigawa State College of Education, Gumel. A total of 159 academic staff participated in the research. A survey research design was used, and data were collected by using instruments adapted from past studies. The study employed partial least square structural equation modeling (PLS-SEM) using SPSS software. The results of the structural model showed that burnout, organizational justice, supportive college environment have significant negative effect on academic staff performance and Compensation and training and development have significant positive effect on academic staff performance in JSCOE Gumel. The study therefore recommended social intervention, training and development programs and fairness and justice should be exercised in organizational dealings.

Introduction

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

An important resource to any higher institution of learning is its academic staff as they play regular role that cannot be underestimated. Nowadays, the desire for a high level of academic performance puts a lot of pressure on academic staff, schools and in general the education system itself. In fact, it appears as if the whole education revolves round the performance of teaching staff, though various other outcomes are also expected from the system. Academic staff job performance can be regarded as an index of lecturer effectiveness, which refers to relationship between the characteristics of teaching and its effect on educational outcome in classroom teaching (Alabi, Murtala, & Lawal, 2012). The academic staff performance may be reflected by the student academic performance, the number of academic publications and various academic conferences attended. To Platt (2010), the performance of employees is a

combination result of effort, ability, and perception of tasks which is imperative for organizational outcomes and success.

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

Statement of the Problem

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

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

It is within this context of literature that the present study was initiated.

However, creating a work environment which promotes wellbeing of employees and increase individual performance is viewed as a strategy for enhancing organizational efficiency and productivity. Employees normally have expectation and will demand a workplace environment that facilitates them to perform their work optimally. The type of workplace environment in which employees operate determines whether or not such organizations will prosper (Chandrasekhar, 2011

Research Objectives

The specific objectives are:-

1. To determine the effect of burnout on academic staff performance in JSCOE Gumel.
2. To examine the impact of compensation on academic staff performance in JSCOE Gumel.
3. To determine the effect of organizational justice on academic staff performance in JSCOE Gumel.
4. To examine the effect of college environmental support on the academic staff performance in JSCOE Gumel.
5. To determine the effect of training and development on academic staff performance in JSCOE Gumel.

Research Questions

1. Does burnout affect academic staff performance in JSCOE?
2. Does compensation affect academic staff performance in JSCOE Gumel?
3. Does Organisational justice affect academic staff performance in JSCOE Gumel?
4. Does college environmental support affect the academic stff performance in JSCOE Gumel?
5. Does training and development affect academic staff performance in JSCOE Gumel?

Research Hypothesis

Ho₁: Burnout has a significant negative effect on the academic staff performance in JSCOEGumel

Ho₂: Compensation has a significant effect on the academic staff performance in JSCOEGumel.

Ho₃: Organizational justice has a significant effect on academic staff performance in JSCOEGumel.

Ho₄: College environmental support has a significant effect on academic staff performance in JSCOEGumel.

Ho₅: Training and development has a significant effect on academic staff performance in JSCOEGumel

Concept of Job Burnout

Job burnout is a far-reaching and general experience that is resulted from unique interaction of the character of the person with the environment (Swider & Zimmerman, 2010) and its result is a loss of motivation, enthusiasm, energy and a decrease in live performance (Freudenn, 1975). Conceptually, it is a state of physical, emotional and mental exhaustion that arises from consecutive emotional stress and will be more severe fighting with others for long periods (Corey, Corey & Callanan, 1988). Porter and Steers (1973) noted that job burnout reduces individual adaptation to stressors and it is a condition consisting of emotional and physical exhaustion, which causes negative self-concept in a person, negative feelings and mind set towards the job and lack of communication with clients while on duty. It is a term used to describe those who suffer the stress of being out of tolerance in employment opportunities that they have no longer effective operation and fertility (Pourkiani, Farahmand & Pour, 2014). In this situation it is possible that people become pessimists and if they cannot deal with the source of stress, they may mainly just do gestures (Swider, Zimmerman, 2010). It should be noted that job burnout is not just exhaustion after intense pressure from work but it can spread his overall style of life and his waking hours (Hershen, David & Powell, 1995).

Dimensions of employee burnout

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

Emotional Exhaustion (EE)

Emotional Exhaustion (EE) occurs when there is an awesome demand on an individual's time and energy. EE is known as a major dimension of burnout (Gaines & Jermier, 1983). It is a state caused by psychological and emotional demands made on people. EE is conceptualized as the first stage of burnout (Maslach & Jackson, 1981). Maslach and Jackson (1986) identified emotional exhaustion as the most critical aspect among the dimensions of burnout. Employees who come across emotional exhaustion feels overextended and overworked, where one dreads coming to work and faces lack of energy to face another day at the job (Maslach & Leiter, 1997). In this circumstance, frustration and despondency takes over as the demand of the job continues to outperform the employability.

Westman and Eden (1997) espoused that EE is one of the factors that encourage employees to be more likely to withdraw from an organization. As a support to this view, meta-analytic findings and reviews reveal that emotional exhaustion is consistently positively related to intention to attrition and actual attrition (Swider & Zimmerman, 2010).

Depersonalization

Depersonalization (DP) emerges as an avenue or medium of defending oneself once one experience emotional exhaustion. Withdrawing from job, no concern towards clients or programs or jobs and becoming cynical with management and other staffs are characteristics of employees experiencing DP (Maslach & Jackson, 1981). At this point, the employee exhibits harmful behaviours towards clients, employees and management. Campbell et al. (2013) states that individuals use withdrawal-based coping measure as they face resource loss and subsequent burnout which is the one-way individual use to preserve the remaining resources such as commitment to organization also known as cynicism. Acting as a defensive mechanism, DP arises when the shield of detachment is truly thick that no feelings and

emotions are able to penetrate through. When detachment increases, the attitude of cold indifference to others' needs and a callous disregard for their feelings occur. Cherniss (1980)

Personal Accomplishment

Personal accomplishment (PA) is reduced as EE and DP takes place, where employees will experience reduction in the sense of personal achievement which includes evaluating oneself unhelpfully to a point where he or she doubts the contribution and capabilities of their work (Maslach & Jackson, 1981). There are many contributors towards reduced PA. For example, when there is a lack of employee involvement in the decision-making process, an employee will experience less valued and not being a part of the team. Therefore, individual with lack of PA would be experiencing low attainment value, intrinsic value, utility value and cost.

Concept of Compensation

Ali (2009) observed that, for individuals, compensation is not only the return of benefits, but it also reflects on individuals' efforts or achievements. Khan (2011) further noted that Human Resources are the major drivers of the prosperity and success of any organization and unless the organization offers salary, rewards and due benefits according to its employees needs and wants it will not be able to achieve the highest level of efficiency and competency of its employees.

. An efficient compensation system can inspire employees to work harder, thus increasing productivity (Lin, 2000), and enhancing job performance.

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

Concept of Environmental support

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

Architectural design influences the way people behave, with designers creating conditions that can hinder, discourage, guide, support or enhance users' behaviour (Gutnick, 2007)

Heath (2006) explained further the goal of all business organization is to increase their performance, thus maximizing profits.

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

The modern physical environment is distinguished by technology, computers, machines, general furniture and furnishings which continually affect the brain and health of employees (Stoessel, 2001).

Concept of Organizational Justice

Organization who desires to have its objectives fully achieved will need clear mission, optimal strategies, organizational structures and efficient job design, competent and committed manpower (Muharram-Zadeh, 2012).

Organizational justice has the potential to create enormous benefits for organizations and employees, the benefits include more trust and commitment (Cropanzano & Rupp, 2008).

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

Types of Organizational Justice

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

Distributive Justice

To Greenberg and Baron (2008), distributive justice is a form of organizational justice that focuses on people's beliefs that they have been allotted with fair amounts of valued work-related outcomes for instance pay, recognition etc. Similarly, Yayus (2010) sees distributive justice as a perception of justice that encompasses the perceptions of the employees regarding fair distribution of resources among the members of the organization. Employees are likely to compare the fairness of their outcomes with those of similar employees based on their level of inputs within the organization to determine their perceptions of fairness (Colquitt, Greenberg & Zapata-Phelan, 2005). An employee will feel that distributive justice exists if resources are distributed equitably across employees within his or her organization relative to their inputs (Mishra, Mishra, & Lee Grubb, 2015).

Greenberg and Baron (2008) identified three rules that could lead to distributive justice if they are applied appropriately and these according to them include equality, where each person is given the same, equity, where each person is given in accordance with their contributions, and need where each person is given in accordance with what they require most urgently

Procedural Justice

The term procedural justice was firstly used by Thibaut and Walker in 1975. According to them, it refers to the fairness of policies, procedures and procedural methods used for the determination and measurement of the factors such as payments, working conditions, promotions, financial opportunities and performance evaluation and other benefits. (Jahangir, Akbar & Begum, 2006). Asserted that procedural justice means the perceived justice of the tools, processes and methods used in the identification of gains. Employees are not only concerned with what the decisions they are making regarding their organizational justice but also, they consider the processes which determine these decisions. Mirmohamdi and Marefat (2014) To Rezayian (2011). When people are dealing with these procedures they make judgment on the fairness of these procedures.

Employees are not only interested in fair outcomes but also interested in fair process for the determination of their outcomes (Aslam & Sadagat, 2011).

Greenberg and Colquitt (2005) gave criteria for procedural justice to include important factors such as voice in making of decisions, consistency when applying rules, accuracy in use of information, opportunity to be heard, and safeguards against bias. In case of procedural injustice people do not only consider their outcomes as unfair but also reject the entire system if they consider the outcomes to be unfair (Greenberg & Cropanzano, 2001)

Interpersonal Justice

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

procedural justice (Aydin & Kepenekci, 2008). Interpersonal justice focuses on the aspects of interpersonal and group communication (Mirmohamdi&Marefat, 2014).

Informational Justice

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

Concept of Training and development

Staff training and development as espoused by Cumming (1980), means the provision of facilities and opportunities for people to acquire the skills and knowledge needed to perform the jobs for which they are employed, and to develop their own personal potentials to meet the present and future needs of organizations. Training and development is a technique used to transfer to the employee's relevant skills, knowledge and competence to improve employee's performance on current jobs and future assignment (Katou&Budhwar, 2006).

Importance of Training and Development

Employees' training and development is a tactical determination to aid learning of the job related knowledge, skills, ability and behavior that are crucial for efficient performance capable of enhancing organizational effectiveness (Noe, 2000). Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. Training bridges the gap between the current performance and the standard desired performance. Training is requisite to enhancing workers capability, reasoning faculty and competence which will improve organizational performance (Bowen &Ostroff, 2004) and as well help in gaining competitive edge. Training and development increases employees' efficiencies, novelty, invention, capacity to accept new technologies and techniques (McNamara, 2008). It is important to note that organizations must be able to identify the needs for training and development and select techniques suitable for these needs, plan how to implement them and thereafter evaluate outcome (McCourt & Derek, 2003). In line with this, it is clear that training programs not only develops employees but also help an organization to make best use of their human resources in favour of gaining competitive advantage.

Elnaga and Imran(2013) are of the view that employees who learn as a result of training program show a greater level of job satisfaction along with superior performance

Theoretical Framework

However, the current study adopted the social learning theory as an underpinning theory for the study

Social Learning Theory (SLT)

The theory explains that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. In the theory, employees acquire new skills and knowledge by observing other members of staff whom they have self-assurance in and as well believe to be credible and more knowledgeable (Bratton, 2007).

The theory holds that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be affected by encouragement, oral persuasion, logical confirmation, observation of others (Kendra, 2008). Reinforcement theory believed that training is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminate to promoting employees for outstanding performance, innovation, creativity as a result of training attended. The resource-based view (RBV) of the firm advocated that an organization can gain competitive advantage by attracting and retaining competent human resources and as well identify relevant training for them that will keep improving their capacity for optimal performance (Ahmad, Jehanzeb, Alkelabi, 2013). By implications, the effectiveness of training and learning depends on the pattern of the job related knowledge, skills, capability, competencies and behavior that are important for greater performance which invariably be capable of influencing organizational success.

Research Methodology

Research Design

The present study employed quantitative research approach to examine the effect of burnout, compensation, environmental support, organizational justice and training and development on the performance of academic staff of JSCOE Gumel. This is because the aim of this study is to test hypothesis and examine the effect of the predictor variables on the outcome variable.

Thus, the present study employed survey method to collect data using self-administered questionnaire.

Population

The population of this study comprised of all the academic staff of Jigawa State College of Education Gumel totaling both male and female/senior and junior staff comprising of 272. This was obtained from the personnel of the open registry department of the institution as at 2020

Sample Size

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

Confidence level = 95%

Confident interval = 5

Population = 272 employees

Sample size = 159

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

Sampling Procedure

In selecting study participants, staff were randomly sampled for responses to the questionnaires. The structured questionnaires were given to the various heads of each department for onward distribution.

Sources of Data

The current study utilized data from primary source through the administration of questionnaires only.

Method of Data Collection

The researcher employed structured questionnaire. Questionnaire is simple and most widely used in a survey research as noted by Babbie and Mouton (2001). The questionnaire is divided into seven sections and all were in a close ended form. Section one addresses questions on individual employees demographic data, section two, three, four, five, six and seven address questions on employee performance, burnout, compensation, environmental support, organizational justice and training and development respectively. The questionnaires were administered by the researcher through the heads of

departments in the college. The researcher has on this basis used items suitable in measuring the various constructs of this study from previous studies.

Measurement and Instruments

The instrument is a structured questionnaire measured in 5 point likert scale ranges from 1= strongly disagree to 5= strongly agree. A Five-point Likert-type scale was used to increase response rate and response quality.

Findings /results

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

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

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

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

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

Discussions/Conclusions

Education stems out to be one of the means of developing individual's potential. It helps to eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education. To attain this vital goal of education, quality staff are needed to provide their professional services in maintaining standard expected by the society. Thus, it becomes imperative to conduct a study examining the influence of academic staff performance predictors as identified in this work and recommend possible solution to the problem.

Five hypotheses were formulated for testing and using partial least square structural equation modelling through SPSS software, the study tested the hypotheses using the data collected from a sample of 159 academic staff drawn from JSCOE Gumel. The result showed that while burnout, organizational justice and supportive college environment were having significant negative effect on academic staff

performance, compensation and training and development were having significant positive effect on academic staff performance.

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

Implication of the Study

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

Theoretical Implications

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

Managerial Implications

Several practical implications emerge from the results of the study. First, this study provides further evidence of the important role that compensation and training and development may play in positively impacting the performance and work attitudes of employees and potentially may contribute to the institutional competitive advantage. This study would suggest that it may be important to recognize that the level of an employee supportive organizational climate can contribute to performance.

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

Suggestions for Further Study

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

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