

Organizational factors as determinants of academic-administrator's job performance in public Colleges of Education, South-West, Nigeria.

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Abstract

The job performance of staff in Nigerian public colleges of education is a significant factor determining institutional outstanding performance. Academic administrators are pivotal in combining administrative and academic responsibilities, rendering their performance indispensable. Nonetheless, stakeholders expressed discontent with their job performance. This study was necessitated by a deficiency of research about the determinants of job performance among academic administrators at public colleges of education in Southwest Nigeria. The study employed a descriptive survey research design. The focus group consisted of academic administrators, such as Deputy Provosts, Deans, Heads of Departments (HODs), and Directors of Academic Programmes from nine (9) public colleges of education. A comprehensive enumeration sampling technique was utilized, involving 312 respondents in the study. The process of data collection was conducted through two main tools: the Organizational Factors Questionnaire (OFQ) and the Academic Administrators' Job Performance Research Questionnaire (AAJPRQ). The instruments' validity was confirmed via face and content validity assessments, and the reliability test using Cronbach's alpha produced a coefficient of 0.78, signifying an acceptable reliability level. The analysis employed both descriptive and inferential statistics to interpret the data. Descriptive statistics, including mean and standard deviation, were utilized to analyze the research question. Additionally, multiple regression analysis was applied to test the hypotheses at a significance level of 0.05. The findings revealed that the job performance of academic administrators was predominantly low, reflected in a grand mean of 2.35. The regression analysis revealed that organizational factors significantly influenced academic administrators' job performance ($R^2 = 0.998$, $p < 0.05$). The analysis of organizational factors indicated that work environment ($\beta = 0.034$, $p = 0.000$), reward systems ($\beta = 0.234$, $p = 0.000$), leadership styles ($\beta = -0.081$, $p = 0.000$), organizational communication ($\beta = 0.130$, $p = 0.000$), and training programmes ($\beta = 0.516$, $p = 0.000$) had the most substantial impact. The findings indicate that elements within the organization, including work environment, leadership approaches, incentive structures, and training provisions, are vital in influencing job

performance. The suggestion is for public colleges of education to establish impactful reward and training initiatives aimed at improving the performance of academic administrators. Furthermore, it is essential to enhance working conditions and offer career development opportunities to alleviate the adverse impacts of heavy workloads.

Keywords: *Organizational factors, academic administrators, job performance, public colleges of education, Nigeria*

Introduction

In the past, every organisation has had worry raising employee performance and demanding the best from them. As a result, many organizations spend a lot of money on human resources in the hope that both the organization and its people will eventually perform better. In addition to lecturing students in the classroom, academic administrators in colleges of education (Deans, Heads of departments (HOD), Directors of academic programmes, and Deputy Provosts) handle a variety of tasks. These tasks are distinct from those related to academic research (journals, articles, conferences, seminars, and workshops, among other things). They perform administrative duties in addition to their academic duties, which are the main focus of the academic staff at the colleges of education. The work that academic-administrators conduct at Nigerian public colleges of education includes research, teaching, administrative task, community services and other services, all of which are attempts at development. Colleges of education play an important role in the social, economic, political and cultural development of a nation. The college system in Nigeria cannot achieve its goals and objectives without committed and dedicated staff either academic or non-academic

Job performance stands as a paramount and scrutinized variable within the realms of industrial management and organizational behaviour (Carpini, Parker, & Griffin, 2017). It is characterized as discernible individual conduct that generates value for the organization and contributes to the attainment of its goals (Campbell & Wiernik, 2015). Furthermore, it is the capacity of the individual to execute tasks with precision, thoroughness, economic viability, and efficiency, with the overarching aim of fulfilling organizational goals (Grahandika and Wijayati, 2021; Lai, 2020). This serves as a significant measure of employee performance, reflecting the quality of their work, regardless of its nature. This also pertains to the diligence exhibited by employees in their roles, guaranteeing reliable performance and accountability for their responsibilities. Job performance can be delineated into two distinct categories: task performance and contextual performance. The execution of tasks pertains to the efficacy of work-related. This study aims to examine the responsibilities undertaken by academic-administrators in public colleges of education, focusing on their productivity within designated timeframes, encompassing teaching, research output, administrative duties, and community service initiatives.

The issue of academic-administrators' job performance in the Colleges of education has attracted the attention of the public, educators and other stakeholders in education. Therefore, the commitment and dedication of the staff must receive special attention if the college systems are to fulfill its goal of generating highly skilled labour to meet the nation's socioeconomic needs.

In the modern educational environment, academic administrators' work is crucial to maintaining both academic achievement and institutional efficacy. Their work performance has a direct impact on the caliber of instruction, research output, administrative duties, and overall institutional development since they provide as the foundation for strategic planning, policy execution, and administrative coordination inside academic institutions. The ability of academic

administrators to complete tasks and obligations, including teaching, administrative work, community involvement, and cutting-edge research, in a short amount of time is a measure of their job performance (Olanipon, 2023). However, the job performance of academic administrators is not isolated; rather, it is significantly influenced by a number of organizational elements that either facilitate or impede the best possible performance (Oluwunmi & Gbarayeghe, 2022). Although colleges of education are essential for training teachers and other education professionals, a number of organizational issues can affect how well academic administrators work in these institutions.

Organizational factors seem to be the primary issue hindering the job performance of academic administrators. Organizational factors encompass the elements that impact teaching, research, administrative responsibilities, and community services (Odigiri, Watson, Fanostekelas & Hayes, 2021). Organizational factors encompass the myriad variables within the educational system that can significantly influence the efficacy of administrators' job performance. Charles, Charles, Mushumbusi (2018) noted that organizational factors have been demonstrated to impact employee performance. In a similar vein, they noted that the performance of employees is shaped by a multitude of interconnected factors rather than a limited or isolated set of influences. Nonetheless, it is plausible that certain factors may account for the subpar job performance of academic-administrators within Colleges of Education, suggesting an underlying organizational influence. The factors that are often regarded as organizational in nature include the work environment, leadership dynamics, communication practices, training methodologies, and reward systems. The discourse surrounding the comprehension of the elements that may be attributed to subpar job performance has identified, within the existing literature, organizational factors as a significant independent variable. It is crucial to comprehend the extent to which these variables can influence the job performance of academic-administrators in Colleges of Education in South-West, Nigeria.

The creation of a conducive work environment that encourages employees to consistently perform at their highest level to achieve organizational goals is a significant concern in contemporary organizational management, especially within educational institutions. This work environment encompasses the physical, psychological, and emotional components of a setting (Adeyanju, 2022). Regulations in the educational sector indicate that the academic workplace is distinct (Adeyanju, Oluwunmi & Gbarayeghe, Aboagye, 2022). This is necessary to support education, research, teaching, and administrative responsibilities for all societal stakeholders. Consequently, it represents the comprehensive environment within educational institutions, including colleges of education (Aboagye et al., 2021). Academic administrators require a conducive environment that is adequately equipped with the necessary resources to support and promote teaching, research, community service, and administrative duties (Adeyanju, 2022). Moreover, this environment must ensure that academic personnel receive safety, comfort, and comprehensive support across social, physical, psychological, and emotional dimensions. Previous research has established a correlation between a positive work atmosphere and employees' job performance.

Training is an additional factor that may appear to improve an employee's performance in the workplace. Human Resources Management literature considers training to be essential for any organization, as the achievement of its objectives and goals is significantly reliant on its workforce. Consequently, organizations allocate resources towards employee training to improve both individual job performance and overall organizational effectiveness (Agada, & Tofi, 2020). In the process of carrying out academic and administrative duties inside the institutions; this may have

an impact on the job performance of academic administrators. Academic administrators must engage in ongoing professional development in order to adjust to changing educational environments. Frequent training promotes a culture of lifelong learning within the organization by guaranteeing that managers stay knowledgeable about emerging technology and approaches. Sabir, Iqbal, Rehman, Shah, & Yameen (2016), points out that in order to keep organizations competitive and avoid skill obsolescence, continuous training is necessary due to the rapid progress of technology. Additionally, UNESCO (2017) highlights that chance for lifelong learning are necessary for inclusive and equitable quality education for everyone, including academic administrators. Frequent training improves organizational effectiveness overall in addition to improving individual competencies.

The manager's leadership style is becoming more and more important as the global business environment gets more competitive in order to increase employee productivity and efficiency. The organization's main drivers are its employees. It is required of managers to exhibit strong leadership (Wen, Theresa, Kelana, Othman, & Syed, 2019). Organisation may be able to realize its vision if it has a meaningful and established method for doing leadership activities. Additionally, research has established that leadership style is a significant predictor of employee work effectiveness. Studies in personnel psychology have investigated the impact of organizational leadership styles on the job performance of employees in the education sector. Abdulkarim (2022) asserted that the leadership approach within an institution has a significant effect on the performance of staffs. Leadership styles in organizations, particularly in public colleges of education, are influenced by the environmental context, the socio-cultural beliefs of the administrator and the groups they lead, as well as the self-perception and behavior of both the executive and the group. The leadership styles employed by leaders in an organization significantly influences the relationship between employees and their leaders and enhanced employee performance (Arifuddin, Lita, Catherine & Yingxiang, 2023).

In contemporary society, communication is recognized as a paramount and essential endeavour within organizations (Olabimtan & Olopete, 2024). Fundamentally, relationships emerge from the exchange of ideas, and the efficacy and sustainability of organizations hinge upon the quality of interactions between individuals and collectives. Communication governs the conduct of members through a multitude of mechanisms. It is incumbent upon employees to articulate any job-related grievances to their direct supervisor, especially in relation to job descriptions or compliance with organizational policies. This correspondence functions as a regulatory mechanism enabling employees to enhance their performance (Hong, 2022). The relationship between organizational communication and employee job performance is essential for improving organizational performance. Consistent and positive communication is likely to enhance employee performance (Eka. & Anik, 2020). The efficacy of organizational communication plays a crucial role in influencing job performance across various entities. Effective communication within an organization is essential for the successful implementation of administrative tasks. The research concerning organizational communication and its impact on employee job performance reveals a positive and significant correlation between the organizational communication system and employee job performance, as noted by Syardiansah, Ardianti, and Septian (2023).

The significance of recognition in the daily operations of academic administrators in public colleges of education is paramount, particularly regarding acknowledgment for exemplary performance. In organizations, employee performance is the essential component of organizational performance. To enhance employee performance, the organization must implement an effective

reward system that motivates personnel to excel. Tools employed to motivate employees include recognition, promotion, bonuses, and pay. An effectively implemented reward system can enhance the quality of employee performance, (Abdullahi, Abubakar, Abbas, and Nwannebuife, 2025). Therefore, employee performance is gained through good reward system. To stay successful in today's market, organisation must find ways to maintain and bring out the best performance from their employees ((Abdullahi, et al, 2025). Reward system is an important tool that management uses to channel employee's motivation in desired ways such as better functionality and further improve institution performance. Effective reward systems play a vital role in motivating academic administrators and reinforcing the behaviors that are desired. Both financial and non-financial incentives, including acknowledgment and opportunities for career advancement, can improve job performance. Furthermore, a study conducted by Alkandi, Khan, et al. (2023) indicates that organizations employing comprehensive reward systems tend to achieve elevated levels of employee job performance. In attempt to ensure employee optimal job performance, organizations need to consider a variety of appropriate ways to reward the employee in efficient manner to get the desired result, (Aputri, & Arief Hidayat, 2021).

The significant importance of organizational factors are to help academic-administrators' job performance to improve, develop and become more effective in their chosen career in terms of teaching, research, community services and administrative duties,(Yousefi, & Abdullah, 2019).The aforementioned indices of organizational factors (work environment, organizational leadership, organizational communication, training and reward system) are expected to positively influence academic administrator's job performance through an effective organizational factors appropriation. However, in spite of this high appropriation of organisational factors by the academic- administrators, their job performance appears not to have improved significantly. It is against this background that the study sought to investigate organizational factors as determinants of academic- administrator's job performance in public Colleges of Education, South-West, Nigeria.

Statement of the Problem

The low job performance of academic administrators in public Colleges of Education in southwest Nigeria has raised significant concerns among stakeholders in the education sector. Some individuals in academic-administrative roles seem to neglect regular class attendance and show a lack of interest in conducting research, as well as participating in community service activities. Academic-administrators are essential for the efficient management of colleges of education, facilitating the seamless operation of both academic and administrative functions. Nonetheless, in numerous public colleges of education in Southwest Nigeria, there are raising concerns regarding the low job performance of academic administrators, potentially impacted by a variety of organizational factors. The factors encompass the work environment, leadership styles within the organization, communication practices, as well as the training and reward systems in place.

Although these factors play a crucial role in influencing job performance, there is a scarcity of empirical evidence regarding their collective or individual impact on the job performance of academic administrators in public colleges of education in Southwest Nigeria. Subpar job performance among academic administrators can result in inefficiencies in decision-making, diminished staff morale, postponed policy implementation, and a general decline of the institution. Additionally, organisational factors like the work environment leadership styles, organizational communication, training and reward system have been identified as challenges that may hinder

optimal job performance. Currently, little or no research has been conducted on the combined influence of organizational factors such as work environment, training, leadership styles, organizational communication, and reward system on academic administrators' job performance in public colleges of education in South-west Nigeria. Meanwhile, the majority of job performance research has concentrated on job design, psychological characteristics, and organizational indices among non-teaching staff in educational institutions. As a result, this study aims to investigate organizational factors as determinants of academic administrators' job performance in southwest, Nigeria.

Aim and Objectives of the Study

The study aimed at examining organisational variables (work environment, leadership styles, organisational communication, training, and reward system,) as determinants of academic-administrator's job performance in public Colleges of Education, Southwest Nigeria.

Specifically, the study intended to achieve the following;

- i. identify the level of academic-administrators' job performance in public colleges of Education, Southwest, Nigeria
- ii. determining the joint contribution of Organizational factors on academic- administrators 'job performance in public Colleges of Education in South-west, Nigeria;
- iii. ascertain relative contribution of Organizational factors on academic- administrators 'job performance in public Colleges of Education in South-west, Nigeria

Research Questions

The following research questions were raised to pilot this study:

- i. What is the level of academic-administrators' job performance in public colleges of education?

1.5 Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significant.

H₀₁: There is no significant joint contribution of Organizational factors on academic-administrators 'job performance in public Colleges of Education in South-west, Nigeria

H₀₂: There is no significant relative contribution of Organizational factors on academic-administrators 'job performance in public Colleges of Education in South-west, Nigeria.

Methodology

This study adopted descriptive survey research design. The target population for this study comprises three hundred and twelve (312) Academic-Administrators (Deputy Provost, Deans, HODs, and Directors of Academic Programmes) in public colleges of education in South-West, Nigeria. There are Nine (9) Public Colleges of Education- four for State while five are Federal. This better illustrated under:

Total Population of Public Colleges of Education in South-West, Nigeria (9)		
S/N	Name of the institutions	Total number Academic-Administrators
1	College of Education, Ikere-Ekiti, Ekiti state	30
2	Adeyemi College of education,Owo,Ondo State	32
3	Federal College of Education (Technical) Akoka,Lagos State	30
4	Federal College of Education, Osiele,Ogun State	35
5	Sikiru Adetona College of Education, Science and Technology, Omu,Ogun State.	35
6	Federal College of Education, Iwo,Osun State	30
7	College of Education,Ila-Orangun, Osun state	35
8	Oyo State College of Education, Lanlate, Oyo State.	35
9	Federal College of Education (Special) Oyo, Oyo State.	50
Grand Total		312

Source: Field work, 2025

This study sampled Three hundred and twelve (312) Academic Administrators in Public Colleges of Education, South-west, Nigeria. The total enumeration sampling technique was used to select academic-administrators from all the nine (9) public Colleges of Education in South-West, Nigeria. Self- designed Questionnaire tagged ‘Organisational Factors Questionnaire (OFQ)’ was used to elicit responses from Academic-administrators in Nine (9) public colleges of education, South-west, Nigeria. The instruments' validity was confirmed via face and content validity assessments, and the Cronbach’s alpha reliability test produced a coefficient of 0.78 signifying an acceptable reliability level. Descriptive statistics of frequency count mean and standard deviation was used to analyze research question one while inferential statistics of Multiple Regression Analyses was used to analyze hypotheses formulated for this study. The hypotheses were tested at 0.05 level of significance.

Analysis

Research Question

This section analyses the research question that guides the study thus:

Research Question One: What is the Level of Academic-Administrators' Job Performance in Public Colleges of Education?

Table 1: Descriptive Statistics Showing the Mean and Standard Deviation of the Level of Academic-Administrators' Job Performance in Public Colleges of Education?

	Mean	Std. Deviation	Remark
Academic Administrators' job performance based on Research	2.29	1.002	<i>Low State</i>
Academic Administrators' job performance based on Teaching	2.32	.986	<i>Low State</i>
Academic Administrators' job performance based on Community Service in my college	2.42	1.005	<i>Low State</i>
Academic Administrators' job performance based on Administrative Duties in the college	2.36	.993	<i>Low State</i>
Grand Mean = 2.35			

****Threshold:** mean value of 0.000-1.499 = *Very Low State*; 1.500-2.499 = *Low State*; 2.500-3.499 = *High State* and 3.500 to 4.00 = *Very High State*

Table one (1) indicates that the average score for academic administrators' job performance, derived from research, is 2.29, accompanied by a standard deviation of 1.002. This suggests that, generally, the performance of academic- administrators in research is comparatively low, with certain discrepancies in individual responses. The average score for teaching is 2.32, accompanied by a standard deviation of 0.986. This indicates that the overall job performance of academic administrators in teaching is marginally superior to that in research, yet remains within a comparable range of performance. The average score for community service is 2.42, accompanied by a standard deviation of 1.005. This suggests that academic-administrators exhibit marginal superior performance in community service compared to research and teaching, yet their overall performance continues to fall within the same evaluative category that is, low state. The Average score for administrative duties in the college is 2.36, accompanied by a standard deviation of 0.993. This indicates a correlation between administrators' effectiveness in managing administrative duties and their performance in teaching and research. The grand mean, reflecting the overall level of job performance among academic- administrators across all areas, is calculated to be 2.35. The specified threshold indicates that a mean value ranging from 1.500 to 2.499 is classified under the "Low State" category. The grand mean of 2.35, situated within this range, suggests that the overall job performance of academic-administrators in public colleges of education is characterized by a low level.

Hypotheses

H₀₁ There is no significant joint contributions of Organizational factors on academic-administrators 'job performance in public Colleges of Education in South-west, Nigeria

Table 1: Regression Analysis Showing the Joint Contributions of Organisational factors on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria

R=0.999					
R ² =.998					
Adj R ² = .998					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	191783.953	5	38356.791	25094.129	.000 ^b
Residual	467.726	306	1.529		
Total	192251.679	311			

Table 2 reveals that there is a significant joint contributions of Organizational factors on academic-administrators 'job performance in public Colleges of Education in South west, Nigeria ($F_{(5,306)} = 25094.129$ $p = 0.000$). The result generated a coefficient multiple regression of $R = 0.999$ and $R^2 = 0.998$; implying that about 99.8% of variance was accounted for by the independent variables. The Organizational factors academic- administrators 'job performance in public Colleges of Education in South west, Nigeria.

H₀₂ There is no significant Relative contributions of Organizational factors on academic-administrators 'job performance in public Colleges of Education in South-west, Nigeria

Table 3: Regression Analysis Showing the Relative Contributions of Organizational and Demographic factors on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	19.538	.197			99.260	.000
Work environment	.309	.048	.101		6.456	.000
Reward System	1.330	.115	.252		11.572	.000
Leadership Styles	-.501	.054	-.108		-9.269	.000
Training Programmes	2.029	.095	.455		21.405	.000
Organizational communication	1.344	.125	.299		10.784	.000

Table 3 shows work environment, reward system, leadership styles, training programmes, organizational communications, the unstandardized weight (β), the standardized error of estimates ($SE\beta$), the t-ratio and the level at which t-ratio was significant. As indicated in the table, work environment ($\beta = 0.101$ $t = 6.456$, $p = 0.000$), reward system ($\beta = 0.252$, $t = 11.572$, $p = 0.000$), leadership styles ($\beta = -0.108$, $t = -9.269$, $p = 0.000$) training programmes ($\beta = 0.455$, $t = 21.405$, $p = 0.000$) and organizational communication ($\beta = 0.299$, $t = 10.784$, $p = 0.000$), relatively contributes to the prediction of academic- administrators 'job performance in public Colleges of Education in South west, Nigeria. This implies that work environment, reward system, leadership

styles, training programmes and organizational communication have relative contribution on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria.

Discussion of Findings

Research question one (RQ1) revealed overall grand mean, reflecting the overall level of job performance among academic- administrators across all areas, is calculated to be 2.35 which fall under low category. The specified threshold indicates that a mean value ranging from 1.500 to 2.499 is classified under the "Low State" category. The grand mean of 2.35, situated within this range, suggests that the overall job performance of academic-administrators in public colleges of education is characterized by a low level. This implies that teaching, research, administrative duties and engagement in community services by academic- administrators were on the low side.

Ho1 indicates that there was a notable collective impact of organizational factors on the job performance of academic administrators in public Colleges of Education in the southwestern region of Nigeria ($F_{(5,306)} = 25094.129, p = 0.000$). The outcome produced a coefficient multiple regression of $R=0.999$ and $R^2=0.998$, indicating that approximately 99.8% of the variance was explained by the independent variables. This outcome can be substantiated by the work of Charles, Charles, and Mushumbusi (2018), who indicated that organizational factors significantly impact employee performance. In a similar vein, they noted that the performance of employees is shaped by a multitude of interconnected factors rather than a limited or isolated set of influences.

Ho2 shows that there was relative contribution of work environment, reward system, leadership styles, training programmes and organizational communication have relative contribution on academic- administrators 'job performance in public Colleges of Education in South west, Nigeria. This could buttressed with Yousefi, & Abdullah, (2019) that organizational factors are to help academic-administrators' job performance to improve, develop and become more effective in their chosen career in terms of teaching, research, community services and administrative duties.

Conclusion and recommendations

Based on the findings of this study, it can be concluded that organizational factors (work environment, reward system, leadership styles, training programmes and organizational communication) are important factors that determine academic-administrators' job performance in public colleges of education, southwest, Nigeria. Based on the results, there is a need for the management of the public colleges of education to give attention to the job performance of workforces with special attention to factors that can motivate them to put in best to their statutory obligations. This will enhance and improve the quality of service delivery in the organizations.

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