Using Structural Equation Modeling Approach on the Role of Teacher Religion on High Performance Work System and Teacher Performance

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Abstract- The Integrating the strategic human resource management research with teachers views of their performance. In this study, it proposed that the human resource management practices of a high-performance work system enhance teacher performance in the school context. However, the introduction of Teacher Religion as a mediator between HPWS and Teacher performance which encourages teachers to engage in cooperative behaviors with the student which is essential in achieving its superior performance. The results were based on the data collected from six education district in Lagos State Nigeria of 264 teachers largely supported the proposed theoretical framework and shed light on the influence teacher religion mechanism on high-performance work system and teacher effectiveness in their performance using Structural Equation Modeling (SEM) analysis. Results of the analysis revealed that collective Teacher Religion mediated the relationship between HPWS and Teacher Performance indirectly; consequently, HPWS directly influenced the performance of the teacher.

Index Terms- HPWS, Structural Equation Modeling, Teacher Performance, Teacher Religion

I. INTRODUCTION

This paper examines a competing mechanism that might mediate the link between high-performance work system (HPWS) and teacher performance. Research on strategic human resource management (SHRM) has found a positive and significant relationship between high-performance work systems (HPWS) and employee performance (Boxall &Macky, 2009; Combs, Liu, Hall, &Ketchen, 2006). However, the incorporation of religious, spiritual dimension in the workplace is leaner towards individual reflection and more attentive to the relationships with self-intrinsic (Jeanette, 2008) that enhance quality performance.

This study examines how teacher religious spirituality mediates between HPWS and teacher performance as an alternative motivated tool that can help to develop education industry to the expected standard as proposed in Figure 1. In light of these, the first explanation holds that HPWS are designed to increase employee performance using its elements such as recruitment, development, appraisal, compensation, caring and involvement which increase job performance (Chuang & Liao, 2010). As a matter of fact, scholars have detected the positive effect of Religious Spirituality on organizational functions and practices since the last decades (Benefiel, 2008; Hall, Oates, Anderson, & Willingham, 2012; Wong & Hu, 2012). Therefore the second explanation expresses the positive contribution of teacher religious spirituality to HPWS. The third part presents the effect of Religious spirituality on teacher performance. It is observed that employee attitude to work is an integrated part of his/her self-concept that that is seriously affecting not only his performance at workplace but also his/her life at home. The incorporation of Religious spirituality at the work environment has made known as a new potent additional mechanism to enhance performance (Carroll, 2013; Fry &Nisiewicz, 2013; Fry &Kriger, 2009) which contribute to the management measurement process (Dean &Safranski, 2008). Therefore, the emergency of religious spirituality in the workplace has sprung up unintentional debate (Giacalone&Jurkiewicz, 2010). They claimed that reoccurrence social and business changes that result in a global change of value have called for divine spirituality intervention.
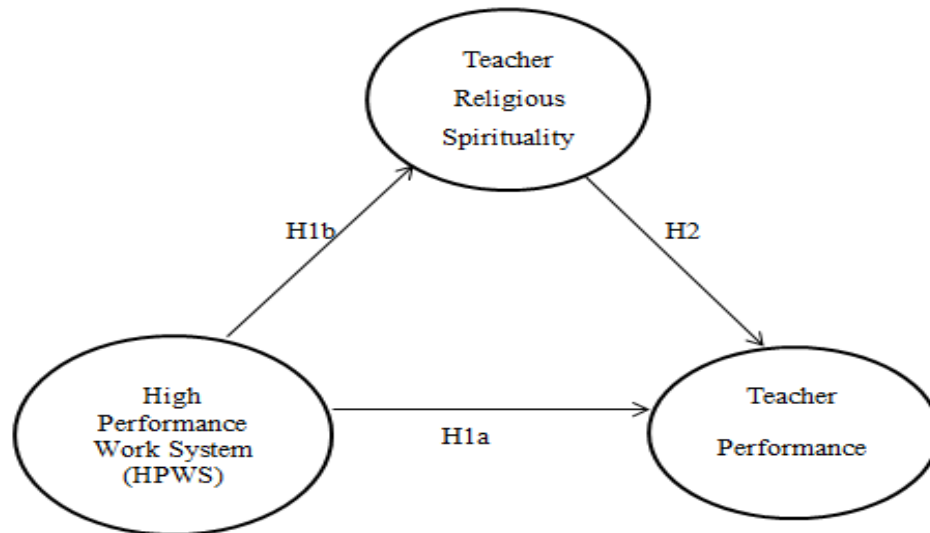
Figure 1: Hypothesized Research Model.

HPWS and Teacher Performance

Boundles of literatures have studied the relationship between high perform work system and organization performance, among them is Yakubu (2011) who points out in his conceptual framework the importance of human capital factors at the organizational level. The researcher emphasized in his model how HPWS can influence employee service quality and task performance.Aside from this, Paracha, Ismail, & Amin, (2014) also implemented HPWS elements in their model such as training and selection, performance appraisal, salary,etc they proclaim how this element can affect human capital and organization commitment which can result in school performance.

High-performance work organization is higher distinctive and must be cut carefully to each firm's industrial situation context to provide maximum performance. These HPWS practices will only cause a strategic effect if they are compatible generally and integrated with each other. However, if the entire HRM system support organization to reach its target goals (Becker, Huselid, &Urich, 2001). Interestingly, through HPWS organizations provide a chance for employees to take part in decision-making, this can induce employee morale, improve skill, knowledge, and ability to perform (Lepak, Liao, Chung, & Harden, 2006). Similarly, it is quite obvious that no standard policy can work out in education set upexcept teachers representatives are practically and actively involved in making policy formation and feel a sense of "ownership" of reform. Consequently, teacher attrition and turnover rate are compounding school staffing problems and leading to a loss of teaching expertise (OECD, 2005) Meanwhile, the introduction of HPWS into the education system can serve as a solution to the persistent attrition and turnover rate.

According to some researchers, in response to these practices, employees shows their positive behavior toward the organization in shape of commitment (Appelbaum, 2000 &Settoon, Bennett). HPWS has the potential to create significant positive results such as improved productivity and increased quality levels. At the same time, it can also lead to increased stress levels and a more intense work environment. Its implementation can also prove to be a task challenging with several potential problems, because to whom much is given, greater will equally demand. Despite that, it is easily deduced that out of the bundles of HR practice in which their goals are directed towards organization success and achievement; HPWS can still be regarded as the most seasoned and potent mechanism of HR elements

A high-performance work system seeks to enhance organizational performance by combining innovative work and management practices with reorganized work flows, advanced information systems, and new technologies. Most important, a high performance work organization builds on and develops the skills and abilities of frontline workers to achieve gains in speed, flexibility, productivity, and customer satisfaction. Additionally, teachers are regard as an academic employee in the education industry that has direct access to the students, and their learning is influenced by many factors which teachers skills, knowledge, attitudes, practices and productivity are not left out. As a matter of fact, the innovation of HPWS in the education ministry can impact positive outcome in the learners. Therefore, the researchers proposed:

Hypothesis1a: HPWS is positively related to teachers perception about the teacher performance.

HPWS and Teacher Religious Spirituality

Researchers have examined the impact of "bundles" of HR practices on organizational outcomes. The idea that a system of HR practices may be more than the sum of the parts gives rise to debate as to the specific configuration of practices constituting a high-performance system. Some work suggests "universal" HPWS effects (Huselid, 1995.), while other are of the opinion that HPWS effects may depend on competitive strategy conditions of a company. This has the undertone that the absence of HPWS in ant organization can jeopardize the goals and objectives of such establishment. Moreover, Pawar (2009)

suggests that workplace spirituality can be encouraged at both levels. At the individual level, people might participate in spiritual development programs by learning meditation. The organization itself can use spiritual values to modify organizational planning and strategy making, HRM practices such as selection, training and development, Appraisal andevaluationetc., can be influenced spiritually because it is a pillar in organizational culture that provides a context for daily life.

As a matter of fact, interest in spirituality as a scholarly topic has grown in recent years, possibly as a result of the confluence of various events. Cacioppe (2000) has argued that the modem world is plagued by social, economic, and environmental problems that are the result of human greed and a lack of love and compassion. He contends that these large-scale problemhave triggered in humankind a renewed search for harmony and peace, a search that is essentially a spiritual journey. Biberman and Whitty (1997) have gone so far as to claim that organizational studies have undergone a fundamental shift from a mechanistic paradigm that values rationality and science to a spiritual paradigm that values consciousness and understanding. Such a shift enables an emphasis on issues such as team work, trust, creativity, and openness to change as approaches to dealing with the disruptions caused by the drive toward globalization by keeping businesses thriving in a changing world.

However, aside from HPWS practice, researchers have identified religious spirituality as alternative panacea to employee performance. This has been significantly proved among teachers in Lagos State secondary schools in Nigeria. The nation is well known with her multicultural and one of the religion adherent nations of West Africa where Islam and Christianity are majorly practiced. As a matter of fact, the aforementioned religious practices have spread to nook and corners of the inhabitants lives which teaching profession is not left out. More importantly, one should be aware that there are two notable religious body organizations among the Lagos State teachers known as Muslim teachers association and Christian teachers association respectively. Their code of conduct is based on spirituality, tolerance, steadfastness and reward in the hereafter as their major objective. In addition, one should be aware that the HR practice of HPWS that enhance employee performance is been poorly managed between the policy makers of the education ministry of Lagos state and the teachers. One should have conclude that the poor HRM practice should have collapse the teaching system, but the involvement of religious spirituality attitude plays a significant role as a survival strategy that enliven the system till date. Therefore the researchers propose:

Hypothesis1b: HPWS is positively related to teachers shared perception about the teacher religion.

Teacher Religion and Teacher Performance

Scholars have detected the positive effect of RS on organizational functions and practices since the last decades ((Benefiel, 2008; Hall, Oates, Anderson, & Willingham, 2012; Wong & Hu, 2012). Employee attitude to work is an integrated part of his/her self-concept that that seriously affecting not only

his performance at work place, but also his/her life at home. The incorporation of Religious spirituality at the work environment has make known as a new potent additional mechanism to enhance performance (Carroll, 2013; Fry &Nisiewicz, 2013; Fry &Kriger, 2009) which contribute to the management measurement process (Dean &Safranski, 2008). The emergency of religious spirituality in the workplace has sprung up unintentional debate (Giacalone&Jurkiewicz, 2010). They claimed that reoccurrence social and business changes that result in globally change of value has called for religious spirituality intervention.

Interestingly, transformation can begin in the workplace when organizations open themselves to the cultivation of their own employees' spirituality. This would mean addressing employees as whole human beings in terms of their physical, mental, emotional, and spiritual needs (Dehler& Welsh 2003). Lifting up the whole person in the workplace should not be seen entirely as an altruistic act. Research has demonstrated that by addressing the spiritual side of human experience in organizations help reduce stress, enhance creativity, and improve problem solving (Tischler, Biberman, &McKeage, 2002). By focusing on the spiritual qualities of meaningfulness and joy at work, organizations have found increased job satisfaction (Harung*et al.* 1996), enhanced job involvement, organizational identification, and work rewards satisfaction (Kolodinsky, Giacalone&Jurkiewicz, 2008), greater honesty, trust, and commitment (Krishnakumar& Neck 2002), and also improved work performance (Duchon&Plowman 2005). Spirituality at work is not a fringe idea. In fact, spirituality at work addresses human activities such as personal development, learning, compassion, and searching for meaning or higher purpose (Gull &Doh 2004).

Authors like O'Murchu (1997) and Elton-Chalcraft (2002) also agree on the relational character of spirituality. When defining spirit and spirituality, Myers (1997:61) also accentuates aspects of transcendence and meaning: "Spirit is that property of being fully and wholly human that fuels our predisposition to transcend each and every condition in our experience. Spirituality is a construction of meaning meant to inform the human way we engage in that process of transcendence." Spirituality therefore relates intimately to establishing existential meaning, and often invokes questions of meaning: *Why am I here*? *What really matters in life*? *What is the meaning ofmy life and how do I help others find meaning in their lives*? *What is my callingor vocation in life*? The answers to these spiritual questions impact profoundly on what a teacher does and on how his/her actions are performed. Indeed, for Frankl (1964:99) "Man's search for meaning is a primary force in his life". Van der Walt &Valenkamp (2008) conclude that spirituality symbolises the human being's quest for meaning, depth and values, and describes how person relates his or her actions towards the Absolute and towards others and to their own being, core values and practices.

The spiritual paradigm essentially recognizes that people work not only with their hands, but also their hearts or spirit (Ashmos and Duchon 2000). It is when people work with a committed spirit they can find a kind of meaning and purpose, a kind of fulfilment which means the workplace can be a place where people can express their whole or entire selves. Thus,

enabling the expression of human experience at its deepest, most spiritual level may not only reduce stress, conflict, and absenteeism, but also enhance work performance (Krahnke, Giacalone, &Jurkiewicz2003), employee well-being, and quality of life (Karakas 20I0). Note, that the workplace is seen as an arena where spirituality can be found and expressed (Milliman et al. 2003, George et al. 2004). The idea is that when people fully engage their work with a sense of purpose they approach expressing their complete selves, including their spiritual selves. Workplace spirituality can thus be interpreted to be meaningful at both the individual and the organizational levels of analysis (Kolodinsky et al. 2008, Pawar 2008). At the individual level, spirituality can be seen as an affective and cognitive experience: an employee feels and believes in a spiritual connection to work and the work place. At the organizational level, spirituality can be seen as a reflection of spiritual values that is part of the organization's culture and is thus used to inform behavior, decision-making, and resource allocation (Kolodinsky et al. 2008). Therefore, following the above reviews, the researcher proposed to find the perception of employees' on how positive relation of teacher religious spirituality at work on their performance will make them feel obligated to their task that will be more beneficial of the school organization:

Hypothesis 2: Employees' shared perception of the teacher religion is positively related to teacher performance.

II. METHODOLOGY

Research Design

A quantitative survey using a questionnaire was used to carry out the research in government secondary schools in Lagos State. Using a questionnaire was appropriate for this study because they can reach a significant number of people in a relatively quick amount of time and with minimal expenditure (Ary et al., 2006). The survey was aimed to provide on the perceptions of government secondary school teachers in Lagos State regarding the role of the teacher religious spirituality in

improving teachers' job performance and HPWS. The study was conducted to obtain an understanding on how this religious spirituality mediates its affects between teacher performance and HPWS.

Data Analysis Procedure

The researcher first used CFA to test whether each of the measurement items specified could load significantly onto the latent constructs with which they were associated and whether each construct was empirically distinct from the others. At the same time, it has been recommended by researchers (James, Mulaik, & Brett, 2006; MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002), Structural equation modeling was employed to provide a better balance of statistical power by simultaneously testing both paths from an independent variable to a mediator .and from the mediator to the dependent variable (MacKinnon et al., 2002) to examine the relationships proposed in the research model.

Sampling and Population Procedure

Population refers to a large group of interest, in order words; it is a group of individual who possesses the same features (Creswell, 2013). It is worth mentioning that the population of this study comprised the selected secondary schools in the 20 local governments of the state that will compose of male and female teachers irrespective of their work experience. Lagos State is popularly known as an administrative division of Nigeria that is located in the southwestern part of the country. Though, smallest in land mass but is arguable to be the most economically vibrant, Centre of Excellence and with the largest population. Lagos State was f divided into five Administrative Divisions, which were further divided into 20 Local Government Areas or LGAs. In 2001, the existing 20 Local Government Areas were split for administrative purposes into Local Council Development Areas as shown in Table 1.

Table 1: The five Administrative Divisions in Lagos State

	Administrative divisions	Local Government Areas
1.	Badagry Division	Badagry, Ojo, Amuwo-Odofin and Ajeromi-Ifelodun
2.	Epe Division	Epe and Ibeju-Lekki
3.	Ikeja Division	Alimosho, Agege, Mushin, Ikeja, Shomolu, Kosofe, Oshodi-Isolo, and Ifako-Ijaye
4.	Ikorodu Division	Ikorodu
5.	Lagos Division	Apapa, Surulere, Eti-Osa, Lagos Mainland, and Lagos Island

Source: Adopted from Central Office of Statistics, Lagos State Ministry of Economic Planning and Budget, 2011.

To make secondary education more accessible, and the learning environment more conducive to students and teachers in

the state public schools, the government created six educational districts in the year 2005, which are named as follow in Table 2:

Table 2: Six Educational Districts in Lagos state

	District	Local Government Areas zones
District 1	Agege	Agege / Alimosho / Ifako-Ijaye

District 2	Ikorodu	Ikorodu, Kosofe, and Somolu
District 3	Etiosa	Epe, Eti-Osa, Ibeju-Lekki, Lagos Island
District 4	Mainland	Apapa, Lagos Mainland, Surulere
District 5	Agboju /Amuwo	Badagry, Ojo, Amuwo-Odofin, and Ajeromi/ Ifelodun
District 6	Oshodi/Isolo	Ikeja, Mushin, Oshodi-Isolo

Source: Adopted from Central Office of Statistics, Lagos State Ministry of Economic Planning and Budget, 2011.

Furthermore, every district has its own Tutor General/Permanent Secretary as the head of the Directorate of educational affairs. To ease the responsibilities of the districts and proper coordination that yield school performance. Meanwhile, the zonal offices were createdto (or "intending to") easing the responsibilities of the school and the district headquarters. The researcher carried out his research within randomly selected secondary schools from each of the educational districts. The selected sample size from each of the districts will be conducted to have a representative and give each district equal opportunity to participate in the research, so the findings can be generalized without being biased. Since the issue of gender often actively present in research practices, the researcher selected the sample population of both male and female accordingly.

Instrument

The instrument for this study was a questionnaire compiled from various past researches and self-adapted questions. The items selected for the questionnaire were edited to customize the objectives of the survey which focused on three main elements (HPWS, Teacher Religion and Teacher Performance) as shown in the hypothesized model in Figure 1. The reliability of each was tested to show that the items are reliable to the study and to ensure precise value for the result. The result of the Cronbach's

Alpha was be above 0.7 which showed that all items are reliable for the study (see Table 3)

The questionnaire was divided into four sections with the first section containing items regarding the respondent's profile, the second section on HPWS with 34 items including six subscales of staffing, training, involvement/ participation, performance appraisals, compensation, and caring adapted from Chuang & Liao (2010). The third section was a self-adapted scale item which employed to measure the teacher spirituality which contained six items. The fourth section consist Teacher Performance, including three subscales such as School Climate Student Knowledge and Student Performance adapted from past researches. However, each item using a Likert type scale rated from 1 = strongly disagree to 11 = strongly agree were used as measurement.

Data Collection

Furthermore, the total of 1,500 questionnaires was distributed among the teachers in all the six districts, 304 were returned, listwise deletion of respondents with missing information resulted in a final sample of 264 teachers from the six districts. As shown in Table 3, the larger respondents are from District 1 (33.3%); District 2 (19.7%); District 4, (15.5%); District 3(14.0%); District 5(9.8%) and District 6 (7.6%) respectively.

Table 3: Distribution of collected survey from the respondents in each district

Districts	Local Government Area	No of Respondents	Frequency
1.	AGEGE	88	33.3
2.	IKORODU	52	19.7
3.	ETIOSA	37	14.0
4.	MAINLAND	41	15.5
5.	AGBOJU / AMUWO	26	9.8
6.	OSHODI / ISOLO	20	7.6
TOTAL		264	100.0

III. RESULT AND FINDINGS

Measurements and Reliability

Table 5 below, shows the reliability score for this study which is also known as Cronbach's Alpha. The Cronbach's Alpha value must be above than 0.7 to show that the items are reliable whereas if the value is below 0.7, it means that the items are not

reliable to the study. As stated in Table 5, the Cronbach's Alpha for this study is 0.916 which means the items are reliable to the study.

High Performance Work System (HPWS)

A total of 34 items (rated from 1 = strongly disagree to 11 = strongly agree) were used to measure HPWS, including six

subscales (practices) of staffing, training, involvement/ participation, performance appraisals, compensation, and caring adapted from Chuang & Liao (2010). All subscales displayed good internal reliability as shown in Table 4, and the overall α was .951 across the subscales of HPWS.

Teacher Religious Spirituality

The six-item short form of the Survey of teacherreligious spirituality items was a self-adapted scale item which employed to measure the teacher spirituality. These items (rated from 1 = strongly disagree to 11 = strongly agree) were focus on how religionaffect their spirituality consciousness as workplace and all items displayed an excellent internal reliability of α = .881.

Teacher Performance

However, a total of 15 items (rated from 1 = strongly disagree to 11 = strongly agree) were used to measure Teacher Performance, including three subscales such as School Climate, Student Knowledge, and Student Performance that displayed good internal reliability as shown in Table 5 , and the overall α was .926 across the subscales of HPWS.

Table 5: Distribution of Reliability of Variable

Measurement Scale	Sub-Scale Measurement	No of Items	Cronbach's Alpha
High Performance Work System (HPWS)	Staffing	5	.846
	Training	5	.866
	Involvement/ Participation	6	.846
	Performance Appraisals	6	.812
	Compensation	7	.831
	Caring	5	.858
	Total Items	34	.951

Teacher Religious Spiritual	TRS	6	.881
Teacher Performance	School Climate	6	.864
	Student Knowledge	4	.737
	Student Performance	5	.854
	Total Item	15	.926

Background of the Respondents

Results of participants' gender, years of working experience, education qualification, work location and year of training shown in Table ---. The largest group of respondents were 135(51.1%) reported their gender as male while the female were 129 (48.9%). The highest working experienced teachers were 6-10 of experience were 87 (33.0%), 1-5yeas with 85 (32.2%), and those with 11-15years of teaching experience were 34 (12.8%), while those in the range of 16-20 of their experience were 22 (8.4%). Other categories include 26 -30years of experience 19 (7.2%), 21-25years of experience 13 (4.9%) 31-35years 4 (1.5%) respectively. However, none of the respondents had any working experience between 36-40years and 41years and above. In the teaching qualification, 152 (56.4%) had their first degree in B.ED and HND. 83 (31.4%) teachers had either National Certificate of Education or Diploma. Only 29 (11.0%) teachers had completed master's degrees as education specialists while none of the teachers had obtained doctoral degrees in education. The years of training varies according to each respondent. 188 (71.2%) had 1-5years of training; 62 (23.5%) 6-10years of training; 7 (2.7%) had undergone 11-15year of training, 5 (1.9%) had 16-20years of training experience and only two respondent (.8%) had 21years of training experience and above.

Table 5: Frequency and percentage of the participants' gender, Years of Teaching Experience, qualification and Year of training

		Frequency	Percent
Gender	Male	135	51.1
	Female	129	48.9
	Total	264	100
Years of Teaching Experience			
	1-5yrs	85	32.2
	6-10yrs	87	33.0
	11-15yrs	31	11.7
	16-20yrs	20	7.6
	21-25yrs	13	4.9
	26-30yrs	19	7.2
	31-35yrs	4	1.5
	36-40yrs	2	.8
	41yrs and above	3	1.1
	Total	264	100
Qualification			
	Diploma/OND/NCE	83	31.4

	B.ED/HND	152	56.4
	M.ED	29	11.0
	Doctoral Degree	-	-
	Total	264	100
Year of training			
	1-5yrs	188	71.2
	6-10yrs	62	23.5
	11-15yrs	7	2.7
	16-20yrs	5	1.9
	21yrs and above	2	.8
	Total	264	100

Measurement Model Analyses

The measurement model or Confirmatory Factor Analysis is a statistical method used to test the relationships between the factor structure of the observed variables and their underlying latent construct(s) exists. It was also used to verify the construct validity of the scale and its psychometric properties. Moreover, a Measurement model was also used to examine the relationship between the latent variables and their measures.However, the results of CFA indicated that the hypothesized three-factor model had 120 distinct sample moments, 35 distinct parameters to be estimated and 86 degrees of freedom. The fit indices generally indicate a good fitting model, more precisely, the chi-square was $\chi2 = 156.158$, df = 86, $\chi2/df = 1.816$, P = .001 which stated that the value of the chi-square with its respective P-value indicated the model fit well with the data.
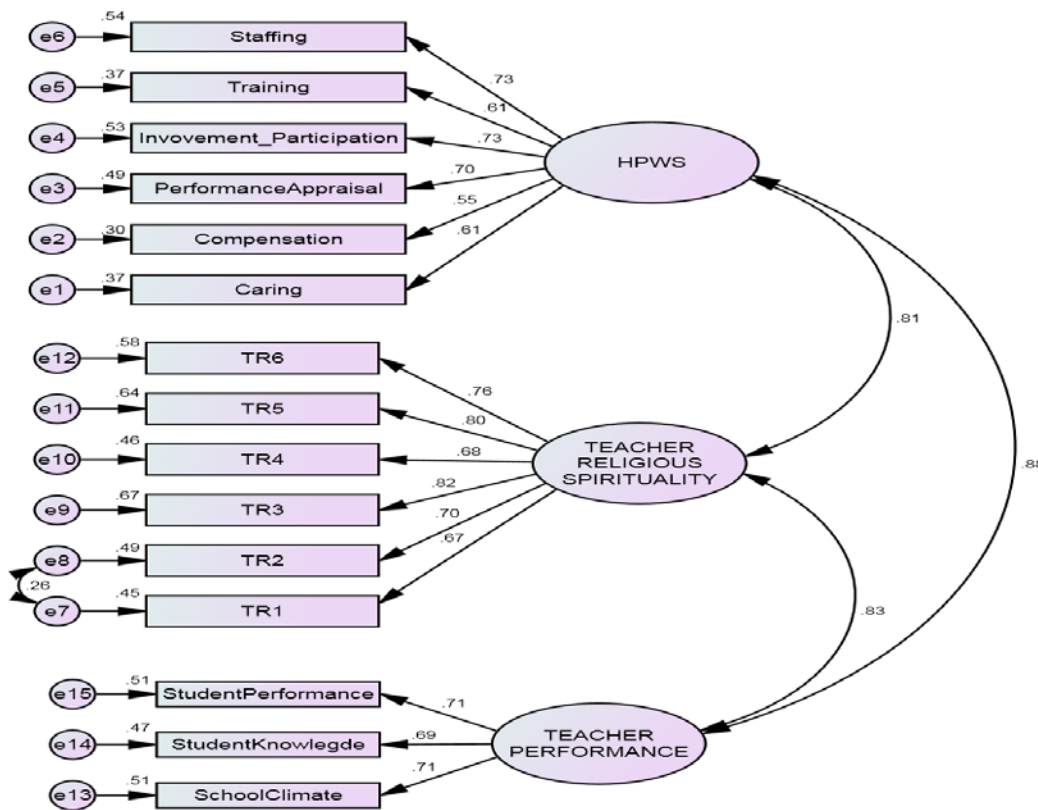
Figure 2: CFA Measurement Model of the Hypothesized Model

Moreover, the other indices also meet the requirement of above .90 these include GFI = .929, AGFI = .900, NFI = .919, RFI = .901, IFI = .962, TLI = .953, CFI = .961, and RMSEA = .056.Moreover, the covariance between each factor reflected a high-levelinter-correlation between each other as 'HPWS and 'Teacher Religion is (0.81), 'HPWS' and 'Teacher Performance' are (0.88), the 'Teacher Religion' and 'Teacher Performance' is (0.83) respectively. As a matter of fact, the researcher concluded that the measurement model analysis of the hypothesized model displayed a high statistical significance that is acceptable for the researcher to precede and examine the structural model analysis.

IV.   STRUCTURAL MODEL ANALYSIS

AMOS 4.0 software was used to test the hypothesized model. AMOS is a common program used for structural equation modeling, which assesses the validity by the magnitude of the direct structural relation that occurs between a latent construct and its purported indicator (Joreskog&Sorbom, 1993). The fit of

the structural model is assessed by adding the predicted paths to the measurement model. Because the hypothesized a partial mediation model, a direct path from HPWS to teacher performance is added, indicating that part of the causal effect of HPWS on the teacher performance was direct, whereas a separate part of the causal effect passed through teacher religion (James et al., 2006).
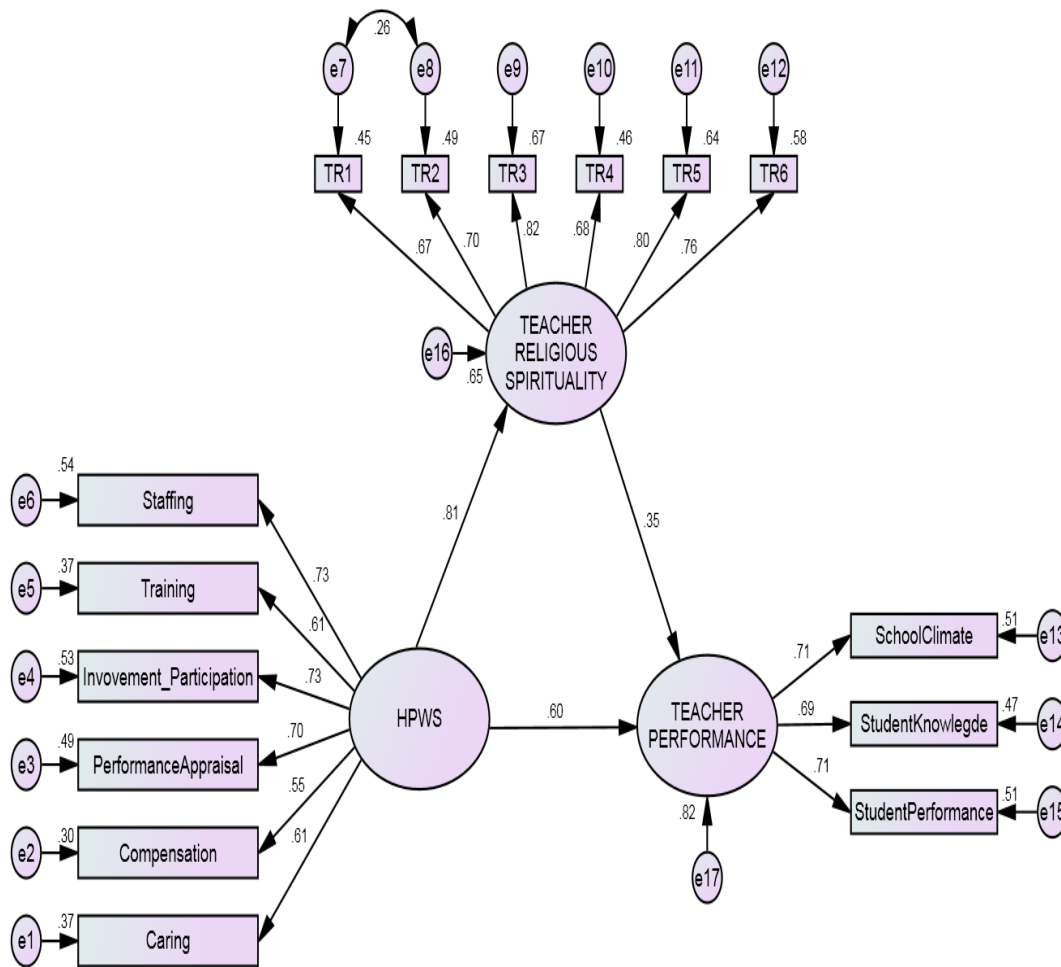
Figure 3: Path model of Teacher Religious Spirituality on HPWS on Teacher performance

However, the hypothesized research model (Figure 3) achieved an acceptable fit with this data ($\chi 2$ = 156.158, df = 86, $\chi 2$/df = 1.816, P = .000, GFI = .929, AGFI = .900, NFI = .919, RFI = .901, IFI = .962, TLI = .953, CFI = .961, and RMSEA = .056). Furthermore, in reviewing the structural parameter estimates gives compatible results with the hypothesis of the study, the result showed that the coefficients of the path from HPWS to teacher performance (β=.61, P < .001) was strong and a positive relationship between the measure of HPWS and teacher religion thus supporting Hypotheses 1a. More so, Hypotheses 1b was also supported because the coefficient of the path from HPWS to Teacher Religion was significant (β = .81, P < .001), which indicated a positive relationship between HPWS and Teacher Religion. Additionally, a statistically significant and positive coefficients was found for the paths between Teacher Religion and Teacher performance (β = .31, p < .02), therefore the results supported Hypothesis 2 of the study. Therefore, these findings show that the mediator variable (Teachers Religious Spirituality) indicate a significate role in mediating between HPWS and the Performance of the teachers.

Table 6: Indicator Loading of Hypothesised Structural Model Regression

Parameter			Unstandardized Estimate	Standardized Estimate	Critical Ratio	Squared Multiple Correlations
Teacher_Religious Spirituality	<---	HPWS	1.032	.809	7.945*	.654
Teacher_Performance	<---	HPWS	.713	.596	4.685*	.818

Teacher_Performance	<---	Teacher_Religious Spirituality	.330	.352	3.072*	
Caring	<---	HPWS	1.000	.611		.374
Compensation	<---	HPWS	.976	.548	7.517*	.301
Performanceappraisal	<---	HPWS	1.177	.702	9.085*	.535
Invovement_Participation	<---	HPWS	1.240	.731	9.353*	.492
Training	<---	HPWS	1.009	.610	8.184*	.372
Staffing	<---	HPWS	1.287	.733	9.369*	.537
TR1	<---	Teacher_Religious Spirituality	1.000	.668		.447
TR2	<---	Teacher_Religious Spirituality	1.009	.703	11.820*	.494
TR3	<---	Teacher_Religious Spirituality	1.136	.821	11.467*	.674
TR4	<---	Teacher_Religious Spirituality	.960	.677	9.766*	.459
TR5	<---	Teacher_Religious Spirituality	1.170	.798	11.219*	.637
TR6	<---	Teacher_Religious Spirituality	1.091	.758	10.755*	.575
Schoolclimate	<---	Teacher_ Performance	1.000	.712		.507
Studentknowlegde	<---	Teacher_ Performance	.985	.689	10.041*	.474
Studentperformance	<---	Teacher_ Performance	.945	.713	10.355*	.508

Note = * significant at P < .05

Furthermore, Table 4.5 examined and presented the unstandardized, standardized regression weight, critical ratio and squared multiple correlations for the hypothesised structural model. The analysis indicated that the path coefficient from each indicator to the single factor is significant which supports the validity and reliability of the items. However, the assessment of the squared multiple correlations also indicated that most of the indicators achieved the minimum threshold required (.50). This showed that most of the latent factor is this analysis is more than half of the explained variance in each indicator. With regards to the factor loading, the analysis found relatively higher indicator loading for the elements of high performance work system on teacher performance and the mediator.

V. CONCLUSION

The growing secondary schools education awareness in Nigeria, specifically Lagos state has lured the education policy makers to search for a potent Human Resource practice that will retain teachers in their primary assignments. This has made it mandatory for the education administrators to examine the efficacy of HPWS on teacher performance. Structural equation analysis on a sample of 264 respondents from six education districts in Lagos state. The study has proved the positive effect implementation of the HPWS on teacher performance.

Aside this, one of the important tests in this research was an examination of the mediation effect of religious spirituality intervention between HPWS and teacher performance. The outcome was that HPWS can be influenced by RS to enhance teacher performance. This can be understood that in a situation where HPWS is not properly managed, Religious spirituality can still be implemented to energize teachers' performance since it has stronger intrinsic inner drive that still keep the Lagos state public secondary school teachers in their job.

Moreover, performance is the major goal that every organization looks forward to achieve in their employee. It serves as a determinant factor of an organization. The result shows the significant effect of HPWS on teacher performance while religious spirituality has proved the significant effect on both HPWS and teacher performance. At this point, it should be stressed that combination of HPWS and RS would not only raise sense of teacher spirituality at work, but also imbibed in them high performance that will reflect in students' academic outcome. However, the data analyses reported strongly support those expectations. As a matter of fact, the more religious spirituality embraced by employees, the better they perform their work.

Finally, the research makes an important contribution to the study of religious spirituality at education ministry, because it provides empirical evidence of a significant, positive relationship between religious spirituality, HPWS and teacher performance. The overall connection between spirituality and work performance supports the findings reported by Duchon and Plowman (2005) and confirms a theoretical assumption that bringing religious spirituality to the workplace positively affects organizational outcomes (Neck and Milliman 1994, Biberman and Whitty 1997, Burack 1999, Cavanagh, 1999, Mitroff and Denton 1999, Cacioppe 2000, Pratt and Ashforth 2003, Jurkiewicz and Giacalone 2004, Kinjerski and Skrypnek 2004).

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