

Professional Development Programmes, Self-Efficacy and Job Commitment as Determinants of  
Lecturers' Performance in Colleges of Education in Southwest, Nigeria

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Educational Management

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### Certification

This is to certify that **Adesina Adedejo AZEEZ** with matriculation number **LUC/PG/000911** carried out this research work title “Professional Development Programmes, Self-Efficacy and Job Commitment as Determinants of Lecturers’ Performance in Colleges of Education in Southwest, Nigeria” in the Department of Arts & Social Science, Faculty of Arts & Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Educational Management

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## **Dedication**

This research work is dedicated to Almighty Allah and my family.

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## Acknowledgement

I sincerely express my gratitude to Lead City University, Ibadan, Oyo State, Nigeria for making my dream come to reality by imparting me with knowledge I needed to attain my professional goal. I acknowledge all researchers whose work featured in this study, the staff of Lead City University Library, University of Ife Library, University of Ibadan Library and Olabisi Onabanjo University Library for helping me with adequate materials and information needed for the study.

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“Even though the above mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work”

## Abstract

The professional development programmes, self-efficacy and job commitment of lecturers have continued to draw a lot of debate within the Nigerian education setting. The previous studies failed to harness the variables under this present study effectively instead combined performance with self-efficacy or commitment. This study investigated the professional development programmes, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education in Southwest, Nigeria. The research design used for this study is descriptive survey design. Professional Development, Self-efficacy, Job Commitment, Lecturers' Performance Scale (PDSJCLPS) ( $r = 0.71$ ) was used for data collection. Data collected were analysed using Frequency counts, Means, Standard Deviation and Multiple Regression Analysis. Findings revealed that lecturers participated in professional development programme such as seminars, conference, workshop and training in colleges of education in Southwest, Nigeria. There was moderate level of self-efficacy in colleges of education in Southwest, Nigeria. There was significant combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education, ( $R = .456$ ,  $R^2 = .208$ ,  $F_{(3,1262)} = 110.325$ ,  $p < 0.05$ ). There was relationship between professional development programmes and lecturers' performance in colleges of education, ( $r = 0.411$ ). There was relationship between job commitment and lecturers' performance in colleges of education, ( $r = 0.228$ ). Professional development programmes, self-efficacy and job commitment are essential variables that can determine lecturers' performance in colleges of education in Southwest, Nigeria. It was recommended among others that lecturers should be encouraged to participate more in international conferences. Self-efficacy of lecturers should be improved upon in terms of problem solving, confidence to face problems and ability to cope with students and school problems.

**Keywords:** Professional Development Programmes, Self-efficacy, Job Commitment, Lecturers' Performance

**Count:** 272

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## Acronyms

CEO	College of Education
CPD	Continuous Professional Development
ETF	Education Trust Fund
HCT	Human Capital Theory
HOD	Head of Departments
ICT	Information Communication Technology
JAMB	Joint Admissions and Matriculations Board
JEQ	Job Effectiveness Questionnaire
LPDQ	Lecturers' Professional Questionnaires
M. ED	Master in Education
MOE	Ministry of Education
NCCE	National Commissions for Colleges of Education
NCE	Nigeria Colleges of Education
UNESCO	United Nations Educational Scientific Organisation
NUC	National Universities Commission
PGDE	Postgraduate Diploma in Education
PhD	Doctor of Philosophy
SET	Social Exchange theory
TETFUND	Tertiary Education Trust Fund

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Lecturers' performance is one of the most important factors in higher institutions of learning that determining the quality of education. If lecturers' performance is weak the entire system of education will be shaky. In view of this fact, effective job performance of lecturers is imperative for any educational improvement. Performance of a lecturer refers to how the professional duties in the school at a given time are being carried out. Job performance can be viewed as the outcomes and accomplishments valued by the organization or system that one works in. Lecturers in the colleges of education are the major and most important human resources in the institutions. Lecturers have closed contact with students and responsible for delivery instruction in the classroom. Lecturers are involved in the implementation of curriculum and educational policies in classroom without them, goal of colleges of education cannot be accomplished. Equally, it will be difficult to carry out the curriculum activities<sup>1</sup>. Hence, job enthusiasm and maximum job performance are required and needed to be improved upon.

The word 'performance' is used to mean the act of carrying out a particular piece of work, a duty or responsibility by an individual and this is often regarded as one's job. Performance can also refer to the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed<sup>2</sup>. Performance can be seen as the result of work of a person or group in an organization at a particular time which reflects how well the person or group reach the qualification of a job in a mission to achieve organization's goal<sup>3</sup>. Staff job performance on the other hand means using the skills, ability, experience, to perform the assigned task required by the superior with effectiveness and efficiency<sup>4</sup>. Institutions assigned their staff with specific duties and responsibilities to achieve or accomplish specific and pre-determined goals. Job performance is viewed as overall expected value from employees' behaviors carried out over the course of a set period of time<sup>5</sup>. In order to improve

staff job performance there is the need to develop the desired knowledge, skills and abilities of the employees to perform well on the job. Colleges of education provide professional development programmes so as to optimize their lecturers' potentials to do their job as desired.

In the world all over, the survival of any institution of learning in the competitive society lies in its ability to develop its human resources so as to be creative, innovative, inventive and invariably enhance performance and to increase competitive advantage. In Nigerian colleges of education (COE), different cadres of staff are employed to carry out specific duties and responsibilities which are channeled towards the attainment of the institutional goals. These managerial staff include; the provost, bursar, registrar and director of works who performs the function of managing human and material resource in the colleges. The lecturers perform the function of translating educational policies and plans into action, and also apply the educational theories and principles into actual practice. Similarly, the administrative, technical and junior staff carries out their services as specified and assigned by the college management.

The need to hire competent lecturers has become stronger due to the challenges faced by global economy<sup>6</sup>. Lecturers all over the world need to keep pace with highly developing fields of knowledge and technologies and to meet needs of students. The governments as well as management of higher institutions learning have realized the importance of lecturers' training/development in colleges of education as part of human resource development strategy to update lecturers' skills in response to rapid changes in the world.

There are continuous criticisms on the quality of lecturers' output, ineffectiveness in their job performance, inefficient content delivery, poor lecturer etiquette and poor job commitment<sup>7</sup>. Company policies, salary, co-worker relationship, supervisory or management style and work environment affect staff commitment and job performance<sup>8</sup>. This seems to suggest that lecturers are not effectively committed and participating in staff professional development programmes which should have had positive impact on their job performance, and able to solve problems relating to students' poor academic performance.

However, in his submission of poor job commitment in higher institutions commented that over 40 percent of the staff of the university spends more time watching pornographic videos and other illicit films during work hours than doing the work for which they are employed and paid for<sup>9</sup>. People should be made to be conscientious as well as do what they have been assigned to do and eschew laziness. This act of watching pornographic video and other illicit films during work hours will probably reduce the time to perform other duties assigned to the lecturers such as attending to students' problems, classroom activities, marking students' scripts, research activities and other responsibilities. The effects job commitment on the staff job performance needed to be addressed by educational stakeholders because every employee, workers need to do what they are employed to do. Lecturers who perform their jobs as expected enable their university to achieve its purpose as desired, but the reverse occurs when there is lecturer job underperformance<sup>10</sup>. This shows that lecturers need professional development programmes and more commitment in order to improve on their performance.

Furthermore, the trend of low academic performance is rampant among students in tertiary institution. This has been subject of major concern to educational planners, administrators, students and all other stakeholders in education. The Vice Chancellor, University of Ibadan, lamented on the poor performance of the first year students of the institution in the recently concluded First Semester Examinations. He stated that 510 (17.2 percent) out of the 2,961 students were asked to withdraw from the institution due to poor performance<sup>11</sup>. However, students' poor performance may be attributed to parental attitude, change in environment or teachers' attitude. Lecturers' job performance refers to the extent to which lecturers complete the teaching, research and community service tasks, responsibilities and activities intended to facilitate student learning and achievement of desired educational outcomes<sup>12</sup>. Thus, there is stringent need for lecturer professional development programmes, enhanced job commitment and effectiveness if the nation will attain the coveted millennium development goals.

Lecturers' job performance is one of the factors that affect the standard of education in any institution of learning colleges of education inclusive. The product of any level of education show case how well the performances of lecturers are keen to their job. The biggest problem faced by developing countries is that of obtaining, retaining and maintaining employees' job performance. A major challenge facing contemporary organization such as colleges of education and other higher institutions learning involves maintaining employee commitment in the current business environment<sup>13</sup>. The level at which lecturers' participation in community service is far below expectation and their involvement in research and publication leaves a lot to be desired<sup>14</sup>. Therefore, effective professional development programme for lecturers will help to develop competences, capacity building, and equip lecturers with the latest teaching skills and methodologies that will assist them to interact effectively with students in classroom which equally has effects on their job performance.

Lecturers' performance in the colleges of education system is issue that is begging for scholars and government attentions, especially in private and public sector in Nigeria which result into establishment of the National Productivity Centre under the Federal Ministry of Employment, Labour and Productivity<sup>15</sup>. The National Productivity Centre has the mandate to develop and supply the right technical solutions to performance productivity problems across all sectors of the national economy and stimulating productivity and performance consciousness among Nigerian workers<sup>16</sup>. In Nigeria, the National Commission for Colleges of Education (NCCE) was assigned to ensure quality assurance in colleges of education through accreditation of academic programmes.

Lecturers' performance in Colleges of education is a factor in determining the extent to which the goals of teaching and learning, research and college are realised, provision of effective professional development, improving self-efficacy and job commitment can be used as motivational tools for all lecturers or pre-condition for performance in Nigeria. However, self-efficacy can be improved through personal experience, role modeling, social persuasion,

motivation, payment of fringe benefit such as allowance, sponsor for conference and seminars, praising successes, provision of learning opportunities and so on and so forth. Persistent decline in Nigeria public sector has been observed despite the reform and institutional capacity building by the government<sup>15</sup>. Has been reported, in recent years' that stakeholders in the education industry complained about lecturers performance in tertiary institutions as some failed to show commitment, punctuality, efficacy, dedication, confidence, devotion, fairness, and patriotism expected from them. Lecturers in colleges of education expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions.

Professional development programmes are the organized activities such as; workshops, conferences, seminars, orientation, mentoring, further training and on-the-job training arranged within the college to develop lecturers' skills and knowledge to perform their assigned duties diligently. Professional development is any activities aimed at acquisition of new knowledge and skills for effective job delivery. In the university system, lecturers' professional development is encouraged through re-training programmes, mentorship, seminars, research publications, conferences, symposiums, inaugural lectures<sup>17</sup>. Professional development is about developing teachers' skills, knowledge, expertise, learning procedures, learning how to acquire further knowledge and transforming the knowledge into practice<sup>18</sup>.

Professional development programmes can be viewed as a process engaged in to enhance the knowledge, skills and attitudes of the lecturers<sup>19</sup>. This implies the responsibility to create, preserve, evaluate and transmit knowledge through continuing learning. Lecturers' professional development can be viewed as a set of programmes or workshops planned for lecturers and designed to develop their skills and knowledge at different levels. Lecturers' participation in professional development programmes should begin immediately they are employed and continue throughout their profession. Colleges of education can achieve his objective on professional development by increasing the skills and knowledge of the lecturers. However, if lecturers' knowledge and skills are developed through different types professional

development programmes, such as seminars, workshops, further education, induction courses, mentoring and establishment of adequate reference libraries, their performance will be enhanced, as well as that of institutions they work for.

Furthermore, professional development programmes could be refer to the various means by which all categories of staff working in colleges of education are encouraged to improve their capabilities, knowledge, skills and be more effective in job performance. In Nigerian Colleges of Education, staff professional development programmes are the opportunities provided for staff to increase their knowledge, skills, and experiences thereby improving their job performances. These opportunities include; short training courses such as conferences, seminars and workshops, writing of articles in educational journals, sabbatical leave and induction training programme for newly employed staff and staff enrollment in educational programmes such as Postgraduate Diploma in Education (PGDE), Master in Education (MEd.), Doctor of Philosophy (PhD) and Post-Doctoral programmes. In addition, staff exposure to administrative activities like serving in different college committee, mentoring by senior academic colleagues and many others will further motivate staff in their various assignments<sup>1</sup>. Meanwhile development programmes in organization such as conferences, seminars and workshops tend to focus on job related skills and these skills contribute directly to the functions of the organization while professional development tends to focus on career-related skills. Some of these skills may benefit the organization indirectly or directly while other contributed to the person's professional and competency in more general way. Both development and professional development programmes aimed at improving or increasing employees' skills, knowledge and capacity to perform effectively on their job.

Self-efficacy is the personal belief and determination of a lecturer to deal with a certain task given to him or her in school or college. Self-efficacy can be viewed as self-belief of teachers on their capabilities and trust they have on their methodologies to accomplish the tasks<sup>20</sup>. Self-efficacy affects every area of human endeavor. By determining the beliefs, a person

holds regarding his or her power to affect situations as it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. Self-efficacy can be viewed as ability to deal with certain task. Self-efficacy can be defined as one's belief in one's ability to successful executes any given task. It is this belief that determines whether or not individual can rise up after being knocked down. Self-efficacy is an individual's perception about himself that he can perform any work by utilizing his abilities and capabilities<sup>21</sup>. Self-efficacy highly influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results<sup>20</sup>.

A strong sense of self-efficacy enhances personal well-being and human accomplishment in many ways. Lecturers with high self-efficacy always approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious sense increases intrinsic interest and high commitment. They always sustain and heighten their effort in the face of failure. They always recover quickly from failures and setbacks. They always attribute failures to deficient knowledge and insufficient effort and skill which are acquirable. They also approach difficult situations with assurance that they can exercise control over it. A high level of self-efficacy triggers feeling that one is responsible for one's destiny and that one can do what one wants to do<sup>21</sup>.

However, lecturer with low self-efficacy shy away from difficult tasks which they view as personal threats. Such lecturers have low aspirations and weak commitment to pursue their goals in their chosen career. When such lecturers are faced with difficult tasks, they dwell on their personal deficiencies, rather than concentrate on how to perform successfully. They are slow to recover failure or setbacks, because they view insufficient performance as deficient aptitude. They quickly lose faith in their capabilities. They fall easy to victim of stress and depression. When low self-efficacy is present in an individual or lecturers, negative feeling about one's abilities and responsibilities for one's own performance can be triggered<sup>21</sup>.

Job commitment can be viewed as the level of enthusiasm, feeling or interest a lecturer has towards tasks assigned to him or her in school or workplace. It is simply a way at which an individual is dedicated to a particular organization, cause, or belief, and a willingness to get involved. It could also refer to the tendency that an individual may stick to the organization, feel psychologically attached to it, whether he/she like the job or not. Teachers' job commitment can be viewed as the willingness of teachers to invest personal resources into the teaching task and thus remain in the teaching profession<sup>22</sup>. Furthermore, it is a strong belief in and the acceptance of the school's goals and values, a strong desire to maintain one's membership within the school and a willingness to exert considerable effort on behalf of the school. Teacher's job commitment is an internal force that drives teachers to show enhanced job performance<sup>23</sup>.

Job commitment is how an individual brings energy and initiative to job every day. It is the degree level of an individual relation and experiences as a sense of loyalty toward one's organization. It is the extent to which an employee develops an attachment and having a feeling of allegiance to his/her employer. It is also a way of bringing energy and initiative to job every day. Lecturer with a high level of commitment usually exhibit positive behaviours in the school, such as job satisfaction and organizational citizenship, which is of great benefit to the institution. Students' performance and wellbeing in schools, schools' growth and success as well as educational development of a nation cannot be achieved without committed teachers. This is because committed teachers see school's or students' problems as theirs and are always ready and willing to do everything possible to solve such problems.

Lecturers' job commitment in colleges of education can be measured in term of their commitment to school, to students, to teaching profession, and to outcome and objectives of the institution. Lecturers' commitment to the student: is the willingness of lecturers to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities. Commitment to school or institution; is the readiness of

lecturers to accept the goals, policies and programmes of a school, commitment to teaching profession; willingness lecturers to recognize and discharge his professional responsibilities to students, colleagues, administrators, parents and the community, commitment to outcome and objectives: lecturers believe in and act upon the goals of the institution.

Federal Government affirmed the importance of staff development in higher institutions of learning in the National Policy on Education through continuous training and re-training of lecturer and teacher in the nation's educational planning, as no education system can rise above the quality of its teachers<sup>24</sup>. Different ideas have been put in place by government, administrators and other stakeholders for development of lecturers in the colleges of education and support from other organizations. Government finance initiatives staff development programmes through the National Commission for Colleges of Education (NCCE) and Tertiary Education Trust Fund (TETFund) and as well as the United Nations Educational Scientific Organization (UNESCO) interventions<sup>25</sup>. All these are done because colleges of education are regarded as a place for training potential teachers for schools, society and national interest because it is considered as the bedrock of Nigeria's development.

Professional development programmes, self-efficacy and job commitment will go a long to improve lecturers' performance if well implemented. Self-efficacy can be implemented when befitting programmes that would favor the entire staff such as seminars, conferences, workshops, mentoring, off the job training, motivation, are provided. Despite the importance of professional development, self-efficacy and job commitment, the previous studies fail to harness the variables under this present study effectively, they had concentrated on job satisfaction, motivation, attitude of secondary school teachers. The purpose of this study was to investigate the professional development programmes, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

## **1.2. Statement of the Problem**

The professional development programmes, self-efficacy and job commitment have generated debate within academic setting in Nigerian. The problem is not on how to hire lecturers in school but how to maintain them through continuous development. The falling standard of education could be as a result of incompetence, negligence, absenteeism, poor job commitment and lack of self-efficacy among the lecturers in Colleges of Education. It seems lecturers do not perform to the expected standards and neither do they see to address the needs of students and other stakeholders. Their performance appears to be less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of term projects and course content, poor preparation of lecture notes, uninteresting mode of delivery of lecture, and unsatisfactory method of evaluation, delayed examination results and missing marks, poor assessment of examinations, poor lecturer-student interaction, deteriorating academic performance and reduced levels of research and publications and as a result, academic standards and performance among students have been adversely affected. The purpose of this study was to investigate the professional development programmes, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

## **1.3. Aim and Objectives of the Study**

The main objective of this study is to examine the professional development programmes, self-efficacy and job commitment as determinants of lecturers' performances in Colleges of Education in Southwest Nigeria. In specific terms, the objectives of this study are to:

- (i) identify the professional development programmes attended by lecturers in colleges of education in Southwest, Nigeria.
- (ii) determine the level of self-efficacy among lecturers in colleges of education in Southwest, Nigeria.
- (iii) examine the level of job commitment in colleges of education in Southwest, Nigeria.

- (iv) investigate the combined contribution of professional development programmes (seminars, conferences, workshop, training), self-efficacy (confidence, coping ability, ability to solve problems) and job commitment (students, school/college) on the job performance of lecturers in colleges of education in Southwest, Nigeria.
- (v) investigate the relationship between professional development programmes (seminars, conferences, workshop, orientations) and lecturers' performance in colleges of education in Southwest, Nigeria.
- (vi) investigate the relationship between self-efficacy (confidence, coping ability, ability to solve problems) and lecturers' performance in colleges of education in Southwest, Nigeria.
- (vii) investigate the relationship between job commitment (students, school/college) and lecturers' performance in colleges of education in Southwest, Nigeria.

#### **1.4. Research Questions**

The following research questions are raised to guide the study:

- (i) What are the professional development programmes that lecturers in colleges of education have attended in Southwest, Nigeria?
- (ii) What is the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria?
- (iii) What is the level of lecturers' job commitment among lecturers in colleges of education in Southwest, Nigeria?

#### **1.5. Hypotheses**

The following hypotheses were tested:

**H<sub>01</sub>:** There will be no significant combined contribution of professional development programmes (seminars, conferences, workshop, training), self-efficacy (confidence, coping ability, ability to solve problems) and job commitment (students, school/college) on lecturers' performance in colleges of education, Southwest, Nigeria.

**H02:** There will be no significant relationship between professional development programmes (seminars, conferences, workshop, training) and lecturers' performance in colleges of education, Southwest, Nigeria.

**H03:** There will be no significant relationship between self-efficacy (confidence, coping ability, ability to solve problems) and lecturers' performance in colleges of education, Southwest, Nigeria.

**H04:** There will be no significant relationship between job commitment (students, school/college) and lecturers' performance in colleges of education, Southwest, Nigeria.

### **1.6. Significance of the Study**

The finding of this study will be of immense benefits to: lecturers, management of Colleges of Education, educational planners and policy makers, government, National Commission for Colleges of Education, and researchers.

The study will assist lecturers to update their skills and meet up with the changing technological environment and facilitate instructional delivery.

Apart from serving as an eye opener to the National Commission of College Education (NCCE) on the level of lecturer' performance in colleges of education. It will prompt the body to improve on quality control measures and provision of necessary resources to aid lecturers' performance in the institutions.

This study will provide reliable data to be used to evaluate the lecturers' performance, help to determine the extent to which the objectives are accomplished and motivate lecturers in colleges of education to put in their best.

This study will also prompt management of colleges of education to evaluate the effectiveness of professional development programmes in producing the expected outcomes. It will also prompt them to put all hands on the deck to support the lecturers to be more efficient in their task.

The findings from this study will assist educational managers and planners in the Federal and States Ministry of Education (MOEs) as well as proprietors of private colleges of education (COEs) to assess their roles as to provide professional development programmes, improving self-efficacy and job commitment of lecturers in colleges of education. This would enable such authorities to take steps where necessary to improve their performance for maximum productivity.

The outcome of this study will also be relevant to staff in Nigerian Colleges of Education, COEs because they are the direct beneficiaries. Staff will not only be more informed of opportunities for professional development, but will also be fully encouraged to take advantage of the opportunities. This also implied that staff will stand a better chance of improving their performance especially in the aspect of training Nigeria College Education (NCE) graduates who are expected to teach at the primary school level of education in Nigeria. The findings from this study will further inspire more research works that would cater for other areas of study.

### **1.7. Scope of the Study**

This study investigated professional development programmes, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education in Southwest, Nigeria. The study was delimited to colleges of education in Southwest, Nigeria (3 Federal, 3 State and 3 Privates Colleges of Education). This study covers professional development programmes, self-efficacy and job commitment and lecturers' performance. The respondents for this study were lecturers of the Colleges of Education in Southwest, Nigeria.

## **1.8. Limitations of the Study**

In the course of gathering data for this study, the researcher encountered some challenges. These included reluctance of lecturers in filling the questionnaire and collection of questionnaires as a result of COVID-19 pandemic situation in the country and throughout the World.

## **1.9. Operational Definition of Terms.**

The terms used in this study are operationally defined as follows:

**Lecturers' Job Performance** - The specific duties and responsibilities which make up the work a lecturer carries out to be paid by colleges of education.

**Professional Development Programmes** - The organized activities (workshops, conferences, seminars, orientation, mentoring further training and on-the-job training) arranged within college in order to develop the knowledge and skills of lecturers to perform their duties well.

**Self-efficacy** - Self-efficacy is the personal belief and determination of a lecturer to deal with a certain task given to him or her in school or college.

**Job Commitment** - Is the level of enthusiasm, feeling or interest a lecturer has towards tasks assigned to him or her in school.

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## **Chapter Two**

### **Literature Review**

This chapter presents the review of literature on specific concepts based on the purpose of the study. This chapter will be discussed under the following headings: Conceptual review, theoretical review, empirical review, conceptual model and summary of related literature. This chapter is organised under the following headings:

#### **2.1 Conceptual Review**

2.1.1. Job Performance

2.1.2. Lecturers' Job Performance

2.1.3. Professional Development Programmes

2.1.4. Orientation Programmes

2.1.5. Self-efficacy

2.1.6. Job Commitment

#### **2.2. Theoretical Framework**

2.2.1. Human Capital Theory

2.2.2. Social Cognitive Theory

2.2.3. Social Exchange Theory

#### **2.3. Review of Empirical Studies**

2.3.1. Professional Development Programmes and Lecturers' job Performance

2.3.2. Self-efficacy and Lecturers' job Performance

2.3.3. Job Commitment and Lecturers' Performance

#### **2.4. Conceptual Model/Framework**

#### **2.5. Summary of Literature Reviewed**

## **2.1 Conceptual Review**

### **2.1.1. Job Performance**

The workers performance is very important to an organization as well as to workers themselves. Performance can be demonstrated in the improvement of production, easiness in utilizing new technology, or being a highly motivated individual. It can be defined as the outcome of individuals with respect to process, results, relevance, and success achieved<sup>1</sup>. Performance can be divided into two aspects - behaviour and outcome aspect. Behaviour aspect explains how worker behaves, deals with customers, colleagues and his bosses in workplace. Behavior of worker is bind with job requirement. Performance can be described as the result of work of a person or group in an organization at a particular time which reflects how well the person or group reach the qualification of a job in a mission of organization's goal achievement<sup>2</sup>. Outcomes aspect is result or output of employees' performance in organization. Employees behaviour can increases sales of the product and services, improve customer loyalty and promotion of individual in organization. Behavior is not only factor that affect outcome in there other factor as well.

Generally, the word performance is used to mean the act of carrying out a particular piece of work, a duty or responsibility by an individual and this is often regarded as one's job. Performance refers to the employee job behaviour and comparing it with the formats and standards that have been determined in the organisation. Performance can be defined as the achievement of specified task measure against predetermined or identified standards or accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance.

Performance (work performance) can be described as the result of quality and quantity of work achieved by an employee in carrying out their duties following the responsibilities given to him. Performance comes from the word job performance or actual performance, which means that work performance is the result of quality and quantity of work achieved by an employee in carrying out their functions under the responsibilities given. Performance is the result of the quality and quantity of work that can be achieved by an employee in carrying out tasks with the responsibilities given to him<sup>3</sup>. It is the overall achievement of a particular task measured against pre-selected standards of accuracy, cost, and speed; or the strategic approach to enhancing organizational effectiveness by improving the performance of individuals who work in the organization.

Good performance means how well employees performed on the assigned task. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organisational expectations they are believed to be good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's task which reflect the quality desired by the organisation can also be termed as performance. Performance is the result of work that the quality and quantity can be achieved by an employee in performing tasks according to the responsibility given to him<sup>4</sup>. Employee job performance reflects how well employees meet the requirements of a job. Also, employee job performance as a concept can be described as whether a person performs his or her job well or not<sup>5</sup>. It can be described as individual behaviour- something that people do and can be observed-that generates value for the organization<sup>6</sup>.

Job performance is outcomes when a job is completed. It shows the achievement at which each job fulfills organization expectations, regulations, or requirements for an official duty from employee<sup>7</sup>. Employee performance can be viewed as quality and quantity work achieved by an employee in performing their duties in accordance with responsibilities given<sup>8</sup>.

A key feature of job performance is that it has to be goal relevant. Performance must be directed towards organisational goals that are relevant to the job or role. Job performance can be viewed as the overall expected value from employees' behaviors carried out over the course of a set period of time. The performance of employees has become important due to the increase concern of human resources and organizational experts about the level of output obtained from workers<sup>9</sup>.

Therefore, performance does not include activities where effort is expended towards achieving peripheral goals. For example, the efforts put towards the goal of getting to work in the shortest amount of time, is not performance, except when it is concerned with avoiding lateness. Despite the emphasis on defining and predicting job performance, it is not a single unified construct. Job performance can be described as effect of efficiency and effectiveness of individual's effort towards specific tasks, which means level of efficiency and effectiveness displayed at the point of realizing the goals and objectives for the individuals, it depends on scientific management, which concentrates on number of units produced by employees within a timeframe<sup>10</sup>. Employee performance can be defined as workers' complete ability and productiveness in attainment of a projected value and realisation of everyday jobs in line with the prescribed procedure and timeline of the organization<sup>11</sup>. Job performance is the qualitative and, quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively within a defined time limit. Staff job performance is a criterion that relates to organizational outcomes and success. It is the process of reaching an end—that is, organizational goals.

### **2.1.2. Lecturers' Job Performance**

Lecturer's job performance is one of the most important factors in higher institutions of learning determining the quality of education. If the performance of lecturers is weak the entire education system will be shaky.in view of this fact, effective job performance of lecturers is imperative for any educational improvement. Performance of a lecturer refers to how he/she

undertakes the professional duties in the school at a given time. Lecturer's job performance is the qualitative and quantitative measure of activities, duties and operations which a job holder achieves efficiently and effectively within a defined time limit.

Lecturers Performance can be described as the result of quality and quantity of work that can be achieved by lecturers in carrying out tasks with the responsibilities given to them in school. It is a measure of the quality of output, how to achieve the expected outcomes. Lecturers' job performance refers to the extent to which lecturers complete the teaching, research and community service tasks, responsibilities and activities intended to facilitate student learning and achievement of desired educational outcomes<sup>12</sup>.

Lecturers' job performance can be viewed as the degree to which academic staff members complete their teaching responsibilities, which include lecture planning, research, and community service, delivering lectures to students as scheduled by the timetable, and evaluating the students by giving and marking coursework, setting tests and examinations, invigilating and marking them, and submitting their results/marks for final assessment, grading and accrediting.. This performance further involves supervising research students by creating adequate time for guiding them through their research proposals, projects and dissertations<sup>13</sup>.

Lecturers' job performance as the degree to which academic staff members complete their teaching responsibilities, which include lecture planning, research, and community service. The performance further involves conducting research and publishing findings in reputable academic journals, or using the findings to write textbooks, textbook chapters and articles in media outlets and documentaries it further involves lecturers participating in community service by carrying out activities such as public scholarship, participatory research, community partnership, public information networks, and civil literacy scholarship<sup>14</sup>. Lecturers who perform their jobs as expected enable their university to achieve its purpose as desired, but the reverse occurs when there is lecturer job underperformance<sup>15</sup>. Lecturers' job performance can

be described as the extent to which academic staff members (lecturers) achieve educational outcomes expected of them<sup>16</sup>.

The teaching roles of a lecturer is to prepare and deliver lectures, supervision of final year project, students in industrial training, post graduate students, marking and grading of students scripts. Others are, production of teaching materials for students, consultation with students and development and promotion of innovative teaching methods. Researching role is to carry out work on identified problem(s), presentation of findings in conferences/seminars and publishing the findings in journals and/or text books. Also, lecturers render services to the community and the school at large. Such services are external supervisor, advisor of student societies, heading a department, faculty, committee, members of other recognized committees at departmental, faculty and university levels like convocation, sports, graduation, and so on. Researching and teaching are the major roles of a lecturer and this can be improved by employ quality lecturers and empowering them with good incentives<sup>17</sup>.

Lecturer performance is one of the most important components in the education system in colleges of education. Therefore, patterns and support for the development of education and lecturers will be the deciding factor to meet the objectives of the schools. Colleges of education cannot function well in the absence of lecturers who provide teaching, conducting research, performing community service, as well as a variety of other scientific activities. Lecturers' performance refers to the objects of the effectiveness of lecturers in relation to their roles and responsibilities in their work places. This is used to explain whether lecturers perform their job maximally as expected or not<sup>18</sup>.

Performance of lecturer comprised of different aspects. The capabilities, results, effects and outcomes of some body's work are called his performance. When it refers to a lecturer, it means that how does a lecturer perform his professional duties in the school. Lecturer performance refers to observable behaviours, both verbal and non-verbal. It means the performance is a teaching behaviour of the teacher, which sometimes appears as result or in the

form of students' achievement. In the colleges of education in Nigeria, the duties of lecturers have been enumerated to include: lecturing, serving as examiner, assisting in laboratory work, supervision of final year students' projects, undertaking research work, , development of curriculum, mentoring, support in the administration of departments and other related duties as may be assigned from time<sup>19</sup>.

Consequently, an assessment of lecturers' job performance must be based on these specified duties and others alike. For a lecturer in the colleges of education to be regarded as good, he/she has to plan and adopt instructional strategies that will promote effective learning, assess students' performance, teach effectively, manage time for teaching well, maintain students discipline, guide, exhibit and motivate students to higher achievements. An effective lecturer is also expected to be regular and punctual to class and have a good relationship with students, parents, community and colleagues.

### **Lecturers' Performance Indicators**

Lecturers' performance indicators are:

1. **Pedagogical Competence.** Pedagogic competencies are unique competencies that differentiate lecturers from other professions and determine the level of success of the process and learning outcomes. It is the ability of lecturers to manage student participants. It also one type of competence that needs to be mastered by lecturers in schools.
2. **Professional Competence.** It is competence or ability related to the lecturers completion of assignments given in schools. This competency is very important because it directly related to the performance displayed. Therefore professionalism of a lecturer can be seen from this competency.
3. **Personality Competence.** The duties of lecturer personality competence are to provide guidance and role models, generate learning motives and jointly develop creativity and encouragement to progress to students.

4. Social competence. It is the ability of lecturers to interact and communicate effectively with the school environment and the surrounding community.

### **2.1.3. Professional Development Programmes**

Human beings are the universal resource found in all kinds of organizations as there is no organization that can function without human involvement. The continuous revision of curricula and development of new academic programs demands a system to train and retrain instructors and academic leaders on continuous basis. In view of these assertions, lecturers' professional development programmes become a foreseeable strategy that college of education should build in their system in order to survive in the current changing demands. Thus, professional development is a vital element to the survival and growth of any institutions of learning of which colleges of education is not an exemption. Institution must carefully plan and implement professional development programmes to muddle through different pressures that may likely occur. And, in order to be successful, the professional development programmes need to be taken into account both for the benefits of the lecturers and the institution.

Professional development are the organized activities (workshops, conferences, seminars, orientation, mentoring further training and on-the-job training) arranged within the colleges of education in order to develop the knowledge and skills of employees or lecturers to perform their duties well. Professional development is a type of teacher education which contains several patterns, such as formal education, pre-service training, in-servicing training, induction programme, teacher co-operation, individual research, qualification programmes, mentoring, peer observation and feedback, and so on<sup>20</sup>.

Professional development of teachers can further be refer to as a wide variety of specialised training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. Professional development is important because education is an ever

growing and ever changing field in which people need to change with its needs and demand. This means that teachers must be lifelong learners in order to teach each new group of students. Since change is the only constant thing in life, professional development not only allows teachers to learn new teaching styles, techniques, and tips, but also interact with educators from other areas in order to improve their own teaching<sup>21</sup>.

Professional development programmes focus on competence improvement on teaching, learning, reading, understanding or research. It is a type of teacher education contains several patterns, such as formal education, pre-service training, in-servicing training, induction programme, teacher cooperation, individual research, qualification programmes, mentoring and peer observation and feedback, and so on<sup>22</sup>. Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching steadily. Professional development is a process engaged into enhancing the knowledge, skills and attitudes of the teachers. This implies that responsibility to create, preserve, evaluate, and transmit knowledge through continuing learning is the prerogative duty of any lecturer. Professional development programme has the following ingredient such as fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcating the right norms and values. The aim of professional development is to improve quality of teaching and learning as well as to improve the performance of those with management and teaching responsibilities.

Professional development programmes for teachers can be viewed as series of activities employed by any institution for the improvement of its teachers' skills, knowledge, attitude and competence. These kinds of training come inform of seminar, workshop, conference, continuous education, mentorship, coaching system, higher qualification and staff exchange programme<sup>23</sup>. Professional development could be likening to the activities aimed at acquisition of new knowledge and skills for effective job delivery. In the University system, lecturers' professional development is encouraged through re-training programmes, mentorship, seminars, research

publications, conferences, symposiums, inaugural lectures, communication and technology gadget utilization and so on<sup>24</sup>.

Professional development from another perspective can be seen as the teachers' professional growth of improving proficiency, gaining more technical know-how and examining teaching through the career cycle<sup>20</sup>. Professional development activities focus on competence improvement on teaching, learning, reading, understanding or research<sup>3</sup>. Staff development programmes can also be referred to as the processes and activities through which every educational institution develop, enhances, improves the skills, competencies and overall performance of its employees. They are the various means by which all the categories of staff working in a school are encouraged to improve their capabilities and be more productive in their areas of assignment<sup>25</sup>.

Professional development programmes is a process of preparing teachers to be fit and suitable for effective performance of their duties in the school as facilitators of knowledge and managers of the various levels of the educational organisations. Professional development encompasses the pre-service and in-service dimensions of the teachers' preparation. The in-service dimension further entails on-the-job training (quality circles, workshops, seminars, conferences, and holiday programmes) and studies away from work in the form of trainings leading to higher academic qualifications<sup>26</sup>.

Professional development can be describe as learning to maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage. There are various approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. The Teacher professional development programme is a lifelong learning programmes organised for the development of

teachers dynamism, effectiveness, competencies (skills, knowledge, and attitudes), and motivation in a systematic and planned way to improve their performance<sup>27</sup>.

Staff development programmes are the various means by which all the categories of staff working in a School are encouraged to improve their capabilities and be more effective in their areas of assignment. It is an organizational effort aimed at helping an employee (teachers) to acquire basic skills required for the efficient execution of the activities or functions for which he/she is hired. It also, deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy. Therefore, it can be referred to as the processes and activities through which every educational institution develop, enhances, improves the skills, competencies and overall performance of its employees<sup>25</sup>.

Lecturers' professional development has been viewed as a set of programs or workshops planned for lecturers and designed to develop their skills and knowledge at different levels. Educational leaders and policy makers have operated and planned lecturers' professional development programmes under the supposition that those programmees are naturally good, and the more of them, the better for lecturers. It is activities for increasing lecturers' knowledge and skills include those that provide lecturers with opportunities to actively engage with each other around curriculum and instruction<sup>28</sup>.

Professional development programmes can be referred to as the process of preparing teachers to be fit and proper for effective discharge of their duties in the school system as facilitators of knowledge and managers of the various levels of the educational organisations. It encompasses the pre-service and in-service dimensions of the teachers' preparation. The in-service dimension further entails on-the-job training (quality circles, workshops, seminars, conferences, and holiday programmes) and studies away from work in the form of trainings leading to higher academic qualifications<sup>26</sup>.

Professional development programmes is an on-going process in which teachers consistently improve their professional knowledge, skills and attitudes along with their career through various development programs, either formally or informally. It can also be described as long-term activities from the beginning until the end of a teachers career that is, the sum of formal and informal learning experience throughout one's career from pre-service teacher education to retirement, from this viewpoint, it is not only about the short-term activities or training, but it provides teachers with a variety of learning opportunities which allows teachers adequate time to develop in their chosen career. Professional Development programmes can be defined as a series of programs and activities designed to improve the professionalism of teachers in terms of knowledge, teaching competency, and attitude, which in turn enhances student learning capabilities. Thus, any programmes or activities that assist teachers to be better in practice, more knowledgeable in a subject area they teach, to become more skillful and to have a good attitude, can be regarded as professional development<sup>29</sup>.

Professional development is a long-term activity that ranges from teacher training at the university to in-service courses for teachers. The development of professional careers is a constant that constantly enhances the skills, knowledge and attitudes of teachers. It involves in-service training, adaptation to the student-centered learning environment, and a desire to learn in teachers<sup>30</sup>.

Professional development programmes are activities for teachers to develop/ improve teaching responsibilities, equip them with professional cap citation that ensure effective and efficient delivery of teaching and learning, which eventually lead to improve academic performance of students in order to effective and fully actualize the goals of education in Nigeria. Teachers deserve access to regular, well packaged and designed effective and quality in-service professional development activities in every level of education. These activities are accessed through workshops, seminars, refreshers' courses/retreats, conferences and other professionally inclined activities for the teachers<sup>31</sup>.

Teachers' professional development can be seen as that component of any educational system concerned with the education and training of teachers to acquire the necessary competencies and skills in teaching for improvement in the quality of teachers in the school system. It is often planned and systemically tailored and applied for the cultivation of those who teach or will teach, particularly but not exclusively in primary and post primary schools. Continuing professional development programmes is a process for development of skills for coping with changing demands of the job through regular exposure to professional update programmes<sup>32</sup>.

Professional development can be seen as a result of gaining increased experience and examining his or her teaching systematically. This definition encompasses two essential aspects of teachers' professional growth: first, the need of learning through experience rather than from mere memorization of literature, and second, the importance of reflecting about one's own performance<sup>33</sup>.

Teacher professional development programmes simply means teachers' education and continued learning. It is the teaching and training experiences provided within and outside teachers' institutions with the basic aim of preparing and grooming potential teachers for teaching activities. It also the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. A common underpinning assertion of the above meaning is continuing learning process, by which serving teachers acquire the skills, values and knowledge, to sustain the desired spark of intellectual vitality, which will improve the quality of teaching and students' learning outcomes. Therefore, teachers' professional development programmes can be seen as planned organizational activities aimed at improving and increasing teachers' skill, knowledge, attitudes, concept, and behavior to enable them meet the demands of the teaching job. It focuses on improving the conceptual skills - intellectual and abilities needed to do a better job. Thus, the immediate aim of staff development is to improve the performance of

those with teaching and management responsibilities, while the ultimate aim is improvement of teaching and learning processes<sup>34</sup>.

Professional development programmes are school-based activities organized to provide resources and opportunities for teachers to learn both theoretically and practically. These activities also create an environment and a foundation for teachers to engage in further self-initiated interactions with their colleagues. Professional development system is shown to include group activities, such as research, lesson planning, observation and assessment of classrooms, and master-apprentice tutoring for new teachers. Outside of group activities, daily consultations with school colleagues are also valuable professional development tools<sup>35</sup>.

Professional development programmes can be viewed as formal and informal support and activities that are designed to help teachers develop as professionals. This includes taught courses and in-school training, as well as activities such as coaching, mentoring, self-study and action research<sup>36</sup>.

Professional development programmes can be referred to as activities aimed at acquisition of new knowledge and skills for effective job delivery. In the University system, lecturers' professional development is encouraged through re-training programmes, mentorship, seminars, research publications, conferences, symposiums, inaugural lectures, Communication and Technology Gadget utilization and so on<sup>24</sup>. Professional development programmes can be viewed as an informal learning opportunities such as mentoring, coaching action research and online learning and formal training opportunities like in-service training study leaves, conferences and seminar<sup>37</sup>.

Professional development programmes is an institutional policy, procedures and programmes that facilitate and support staff members so that they may fully serve their own and their institution's needs. Personal professional development is a process whereby an individual acquires or enhances the skills, knowledge and/or attitudes for improved practice. It involves all activities designed to enhance an employee's ability to work productively in an assigned or

expected role. Overall, it refers to processes and activities that change the professional knowledge, skills, attitudes and actions of individuals. Therefore, professional development programmes for teachers is the process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching. More so, it is how teachers learn to learn and how they transform their knowledge into practice for the benefit of their students' improvement. Similarly, teacher professional development programmes are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and the learning outcomes of students<sup>38</sup>.

Professional development is a continuous process to develop, change and grow teachers in terms of their professionalism throughout their career. Teachers needs to learn each and everything that is coming in the way of the development of the process, so that all those can be used by them in a real situation and with that; their personal and professional growth will be possible side by side. Teacher education programmes include pre-service and in-service teacher training programs. In pre-service programmes pupil-teachers are given knowledge in pedagogy, foundation of education and practical knowledge. In in-service programmes teachers try to upgrade themselves in every area they get the opportunity to develop themselves which would ultimately increase the teaching process during classroom transactions when appropriate methods will be used by the teacher<sup>39</sup>.

Teachers' professional development can be referred to as a human resource management practice which including; performance appraisal, training the workforce, workshops and seminars in connection to financial resources, leadership style, policies and insecurities in influencing teachers' job performance<sup>40</sup>. Lecturers' professional development has two main phases: initial preparation and continuing professional development. Initial lecturer training most often takes the form of full-time residential pre-service programmes in colleges of education or universities. Continuing education may also be available to serving lecturers through distance education, 'out-of-school' programmes during vacations or on release from

schools for extended periods of time to acquire more relevant education that will enable the holder fit in to the current position. Also it may be seminars, conference, orientation organised within the colleges of education for lecturers from time to time.

Professional development programmes can be viewed as the activities and programmes (formal or informal) exposed to teachers to learn about responsibilities, develop required skills and competencies necessary for the attainment of quality education. The teacher professional development programmes are organised activities that enhance teachers to grow professionally so as to prepare themselves for advancement in the classroom and beyond. It is a model of developing teachers' personal and institutional skills, knowledge and abilities which include training, career development, coaching, and mentoring, more so, teacher professional development programmes cut across all activities, such as continuous educational programmes, workshops, coaching, among others, which when identified and explored, has a substantial impact in changing the strength of individual teachers to perform their present assignment better<sup>41</sup>.

Professional development programmes can be viewed as activities organised for teachers such as attending (online or in person) courses or seminars, reading professional literature, attending education conferences or workshops, observation visits to and exchanges with other schools, peer and/or self-observation and coaching, participation in a network of teachers, attending a formal qualification program, and so on<sup>42</sup>.

Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework conferences and informal learning opportunities situated in practice. It was described as intensive and collaborative, ideally incorporating an evaluative process. There are a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Student achievement is linked to numerous factors, but quality teachers are one of the most important components of student

success. If school teachers do not have the tools they need to teach students effectively, their students will suffer. To teach effectively, lecturers need access to on-going teacher professional development.

Professional development enables lecturers to improve their own education through seminars, workshops, and classes. Through lecturer professional development, lecturers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students learn the same way. It also helps lecturers change their day-to-day teaching methods, encouraging them to accept new methods based on accurate education research in colleges of education.

### **2.1.1 Reasons for Professional Development in Colleges of Education.**

Professional development in any Colleges of Education is carried out to increase performance and effectiveness of workers, productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and lecturers' morale booster. Other reasons are as following:

**Widening Social Contacts** - Lecturer's job is confined within the four walls of the classroom. He may not have much contact with his colleagues. No one would doubt, for a lecturer to be successful, his should view life larger than himself. Lecturers associated with the larger society are important for his Job. Professional development offers opportunities for lecturers to make friends and widening social contacts. It helps him /her to gain from others peoples experiences and feel among.

**Mental Growth and Physical Health of Teachers** - Lecturing has its surprises and unpleasant side for to stand in front of student he needs to be mentally balanced. Lecturers with good mental health can stand children emotional upsets and face classroom situations with confidence and understanding. The desire for lecturers to improve on their job must be serious

about their work and getting involved in personal development. Development and training courses should be major concern of all lecturers in school.

**Job Advancement:** Nobody wants to remain in one level of teaching throughout his career. Everybody wants to get on with his job. This is the basic ambition of a professional person.

**The Desire to Acquire Knowledge about the Profession:** Lecturers need professional development and growth to keep pace in his career. A good lecturer feels unfulfilled if they do not acquired knowledge in their professional career.

**Capital Improvement** - Organisations tend to spend millions on upgrading their plants and equipment, yet little is expended on upgrading the human capital. Employees are an asset to the organisation but employers are more concerned about reaching deadlines and profit maximisation rather than employees skills development, without which employee performance could be hampered. Although the organisation still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally.

**Morale Improvement** - Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but more productive employees are happier.

**Ability to Adapt to Change** - The more skilled the workforce is, easier it will be for the entire organisation to adapt to changes that may arise in the domestic and global market place in the demand of its products and services.

The reasons for professional development is to provides skills, knowledge and capacities to undertake job required and efficiently develop workers potentials in order to reduce substandard work, reducing physical risk and misusing or damaging machines.

To increase workers' technical know-how to one's job efficiently and desire to meet organizational objectives of higher productivity and profitability.

Other reason for professional development in schools is to enable teachers to achieve their potential and effectively contribute to school in the achievement their objectives. Staff professional development programmes in Colleges of Education can help to improve students learning in line with modern technology. Lecturers' knowledge and practice will influence students' academic performance through direct contacts with their lecturers. Staff professional development influence on students is accomplished principally through its direct effect on lecturers' knowledge and practices. Improved knowledge and practices can lead to better job performance of lecturers, also lecturers' knowledge and classroom practices can influence quality professional development programmes in schools.

It helps to make use and apply modern visual aids in teaching subject areas and empowerment of learners in the usage of same; efficient and varied learner-centered approaches to teaching of their subjects in classrooms; deep, highly intellectual and increased knowledge or skills in their specialized subjects in schools; collaboration and professional networking among teachers in different locations of the world; development of problem solving skills that grooms them as researchers in their teaching fields and other professionally inclined activities for the teachers<sup>38</sup>.

Staff professional development programmes objectives can be itemized as follows:

- (i) It provides planned professional development opportunities for staff to enable them perform as required by their job.
- (ii) To foster and facilitate personal fulfillment, effectiveness, creativity and system renewal.
- (iii) To serve school primary goals in order to enhance and achieve quality teaching and learning for students.
- (iv) To save money for hire and dismiss employees who failed to perform their work according to expectations while it is also costly to lose good employees because they are

frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities that lead towards the objective of optimal development on the part of each individual.

- (v) To establish viable and meaningful programmes, that enables personnel to work cooperatively towards achieving the system's and personal goals especially in achievement, satisfaction and fulfillment.
- (vi) Technological developments and organisational change have gradually caused some employers to realise that success lies in the skills and of their employees and this implies considerable and continuous investment in training and development.
- (vii) Achieving suitable human resources to introduce and implement new programmes. Ensuring rapid and suitable replacement for any staff that leaves the organisation.

These objectives have therefore made it imperative for colleges of education have to systematically plan their staff professional development in order to achieve their mission, vision and goals.

### **2.1.2 Benefits of Professional Development to Colleges of Education**

Lecturers' professional development play vital role in the attainment or achievement of colleges of education goals in Nigeria. Colleges of Education is established to produce quality teachers, as a result it require trained manpower to achieve its objective. Colleges of education are now knowledge driven and much value are now attached to human resource in the production of goods and services. This value is what contributes to better college performance. Professional development will helps or assists lecturers in colleges' education to acquire knowledge and skills to perform effectively on their job.

The benefits of professional development were highlighted as following:

- supports lecturers in attaining fluency in the instructions and subject matter which in turn improves their interactions with their learners,

- Staff professional development assist lecturers to gain sufficient knowledge and competences that will enable them approach teaching with confidence and impact the proficiency,
- develops teachers' knowledge and skills in different and appropriate teaching methodologies.
- enables teachers getting ability and competences to communicate effectively with their learner and work towards hard in order to achieve their set goals in life.
- Enable lecturers to sustain conducive leaning environment for future economic development of their students.
- enables lecturers acquire good character, innovative skills, sense of ethics and personal discipline that will enable them operate effectively presently and in future,
- it enable lecturers to approach teaching and communicate with learners effectively in the classroom with aim of taking education to greater height.
- equip lecturers with practical skills , knowledge and capabilities to make use of information technology and media such as computer, internet in the classroom to boost economic security.
- High morale – employees who receive training have increased confidence and motivations;
- Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

- Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- Help to improve the availability and quality of staff.

### 2.1.3. Advantages of Professional Development Programmes

Professional development programmes has the following advantages:

**Opportunity for Self-fulfilling** - Training and development of worker can enhance their self-fulfilling with increase in output and performance. When, workers receive regular training, feedback from training with their expectations can increase worker level of output. Developing employees' skills and abilities can make them become better and self-fulfilling in organization either as a person or as a contributor.

**It Decreases Operational Costs** - The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment in making the workers stronger. More importantly, development plans that include “train-the-trainer” (training that trains employees to become trainers of a skill) can provide exponential benefits to the organization. This training can be anything from how employees can do their own jobs better to employees being groomed to replace their supervisors. More so, employees who become trainers might be inclined to stay with organization, and likely reduce employee turnover.

**Benefits Perceived from Employee Development** – Apart from supporting the organization by employees, employees' needs to recognize that development initiatives available provide them with benefits. Employee development programmes that range from certification to education reimbursement and basic job skills training have a certain cost to the

organization that can easily be considered a benefit to the employee. Such awareness by employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction. Training and development can be added to the employees' a resume is big ticket items in terms of compensation plans.

**Increases Employees' Loyalty to Organization** – The benefit derived from organization helps to increase their loyalty this can be used to plan compensation which may leads to job satisfaction.

**It Limits Organizational Liability** – Proper and regular training and development helps to reduce organization liability because employee or worker might acquire skills and knowledge related to operation in the organization. Employee needs training and certification to successfully execute the minimum job requirements related to occupy position. The proper documentation of employee development before or during the employee's completion of their job helps follow and develop training and also limit liability in the case of human error on the part of the employees<sup>43</sup>.

The important of staff professional development can be summarized as follows:

1. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.
2. To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity, and system renewal.
3. To serve the goal of the school. In order to enhance and achieve schools goals there is need for quality teacher and students in the school.
4. To save money. It reduced the cost of hire and dismiss employees who failed to perform.. It is also costly to lose good employees because they are frustrated by the lack of opportunity for professional growth. It is also wasteful not to provide opportunities that lead toward the objective of optimal development on the part of each individual.

5. To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the systems' and personal goals in achievement, satisfaction, and personal fulfillment.

The following measures can be taken to reduce problems of professional development training in Nigeria.

1. Political Stability – stability and continuity of professional development should be enhanced by government for the achievement and implementation of national objectives.
2. Regular discussion should be encouraged with the policy makers - Good relationship should be encouraged with professional development planners. Again, educational planners in the ministry of education should be involved in formulation and execution of educational policies.
3. Educational Policies Formulation - related plans should take into consideration the available educational resources.
4. Financial allocation should be increased by Federal government – money allocated to education should increase; so that the positive effects of such will improved funding can trickle down to staff professional development training.
5. Staff development planners should be left in the hands of skilled and trained personnel. Moreover, more educational planers should be trained and better conditions of service that can attract them to remain in the planning division of the Ministry of Education.
6. Equipment should be provided for Staff professional development planners - equipment, tools and materials that are require for effective operation like computers and other gadgets should be provided to enhance planning process.

#### **2.1.4. Factors Influencing the Effectiveness of Professional Development Programmes in Organisation**

These are some of the factors influencing the effectiveness of professional development programmes in organization

**Support from Management** – There is need form management to support workers in the organization because fund for development programmes come from the management, they provides conducive environment, encourage workers learn and acquire skills to be useful within to themselves and organization. Without support form management it will be difficult worker to attend training comfortably. One of the important factors that affect job training is management support of training initiatives. It is important for managers foster a climate conducive to learning, support the training initiatives, and encourage professional development. Without management support, there wouldn't be designated funds for training programs, and workers wouldn't find it difficult to make use of new knowledge and skills.

**Needs for Acceptable and Appropriate Training** – To transfer skills and knowledge acquired during training and development depend on whether is appropriate or acceptable by organization. For easy transfer of knowledge and skills acquired, the topic treated must be appropriate and acceptable by management and such training and development should be needed in organization. There is need to validate and conduct needs analysis of employees training needs. If a training topic is truly a training need, learners will like and willing to learn the new topic and readily to apply it in the workplace.

**Quality Trainer is Needed** - Whether facilitator is coming from in-house or a consulting firm he/she must be able to communicate very well and take into consideration the learners needs and expectations to meet the need of organization. The presentation should be simple and clear for effective transfer to the need of organization. A trainer should present material clearly and effectively and make information interesting to the learners. Also to make

sure the learners' expectations were met. A trainer, make learners involve in necessary activities.

**Learners Objectives** – Learners objectives should be considered for effective training and development, learners should be taken into consideration. Instruction should guide the learners to understand what is expected of from them, the learners' objectives should be specific and performance expected from learner should be well stated in simple and clear language. Learning objectives help facilitator to guide discussions and help students to understand what is expected from them. Students who understand what is expected are more involved and willing to invest energy in pursuit of their goal. Learners objectives should be specify and performance of a learner should be able measurable criterion, and conditions of performance at the end of training.

**Learner Motivation and Ability** - Organization should motivate learner or trainee to transfer the knowledge acquired during training and development. Trainee should be motivated to feel free to transfer skills and knowledge acquire appropriate incentives and benefit accrued to such knowledge and skill gained or acquired. Hence, learners should have the ability and motivation to succeed in workplace. Learners need to give ample opportunities to use, perceive the benefit and validity and feel that a change in behavior can lead to value outcome or job enrichment as a result of training.

**Willingness and Readiness of Learner** – Learners should be willing and ready to acquire new knowledge and information needed to operate in organization and should be ready acquired new skills needed to perform in the organization. A learner should be ready and willing to learn new information, adapt one's behaviour and be able to learn a new skill. They should have open mind to receive new way of thinking and performing.

#### **2.1.5. Problems Facing Staff Professional Development**

Staff professional development in Nigeria is facing the following problems. They are

- (i) **Inadequate Materials and Equipment:** Materials needed for development like computer, video, pen and paper are not adequate or short supplies even other technical aids. This make development programmes difficult to organized.
- (ii) **High Cost of Materials:** The materials for training is on high side or costly in Nigeria as a result of economic recession to organized development programmes on regular basis is a big problems and tasks for the management because most materials is on high price. The cost for developing content and materials for programmes is high.
- (iii) **Inadequate Technical Ability:** Most school don't have materials to develop program instruction, simulation and gamming even software to do it is not available or not adequately supplies in the school to make use.
- (iv) **High Standard of Living:** People are no longer interested in learning theirs is to struggle from morning till night to keep body and soul together that they hardly remember to take courses in developing themselves on the job.
- (v) **Inability to Organise Development Programmes in Schools:** Most school in Nigerian today find it difficult to organized seminars, conferences, workshops for their teachers and staff.
- (vi) The objectives of the training programmes may not be clearly stated to the participants. This means no mental preparedness for the achievement.
- (vii) Some staff exhibit lack-luster attitudes as they perceive the programme as a few days off meant for relaxation.
- (viii) There is no positive reinforcement after training. It is relatively easy to provide opportunity to gain wider experience but at the same time no promotion to higher position.
- (ix) The trainee may not have opportunity to put what he learns into practice.
- (x) There is inadequate support from the management and executive.
- (xi) Some related programmes are not properly planned and are not evaluated to ascertain the effectiveness.

### **2.1.6. Impact of Professional Development Programmes on Job Performance of Tertiary Education Staff**

The staff working in an organization will form an important part of it and it is considered as a huge asset of that system making a basis for developing the organization through in-service training programme. Manpower is considered as the most significant and lucrative resource of an organisation. As a matter of fact, an organization will not succeed completely without the professional and trained manpower even if it is powered by the most modern equipment, facilities, and technology. On the other hand, training is regarded as one of the most complicated obligations in managing each organisation, particularly in the manpower administration.

Participation in staff training and development programmes is believed to have some impact on lecturers' ability to acquire and critically develop the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with their students and colleagues throughout their teaching career. Professional development also has impacts on the teachers' ability to decide on and implement valued changes in teaching and leadership behaviour so that they can educate their students more effectively. This will assist them in achieving an agreed balance between individual, school and national needs. Lecturers' professional development helps to raise lecturers' teaching performance, interest in their teaching subject and profession, and also their self-confidence.

Employee development also reduces operational costs as employees who receive training usually become more efficient in what they do. In addition, developmental plans that include train-the-trainer has exponential benefits on an organisation. Employees who have been invested on as a trainer might be inclined to stay with the organisation and possibly reduce employee turnover. Employee development programmes that range from certifications to reimbursement of education expenses and basic job skills training can lead to greater employee loyalty, commitment to the organisation as well as enhanced job satisfaction.

Professional development provides employees with ample opportunities to learn new concepts, methods and approaches. It is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and the implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

Professional development programmes promotes a very flexible environment and allow staff to adapt with the working situation and it is also one form of motivation for employees or employers and it will continue to increase creativity in staff. It also enables staffs to acquire new understanding and skills to develop their effectiveness in the organisation.

It also eliminates obsolete skills, because people acquire skills and knowledge to prepare them for higher responsibilities. If training and development programmes are properly executed, it can encourage growth of the worker and the organisation itself. It can also lead to enhanced output by the employee. The objective of professional development programmes is to promote professional growth, improve pedagogical skills, prepare teachers abreast with new knowledge, and meet particular needs. Develop new skills, knowledge, understanding and attitudes.

The impacts of professional development programmes are summarised as follows

- (i) Meeting and exceeding expectations: When employees are trained, they are more likely to enjoy work and produce the desired results, because they have the knowledge to perform the tasks.
- (ii) When employees are cross trained, it can increase their experiences and ability to introduce new ideas to their work processes.
- (iii) Preparing employees for promotion- Training enables employees to perform well at a higher level because they have already acquired some specific skills and knowledge needed to perform the job.
- (iv) Reduction of errors- employees who are trained properly not only make fewer mistakes, but can also detect avoidable errors in the course of performing their jobs.

- (v) Increase productivity and efficiency.
- (vi) Improve the quantity and quality of work.
- (vii) Boost employees' morale and organizational climate.
- (viii) Improves morale of employees- Training helps the employee to get job security and job satisfaction. The more satisfied the employee is and the greater is his morale, the more he will contribute to organizational success and the lesser will be employee absenteeism and turnover.
- (ix) Less supervision- A well trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and efforts.
- (x) Fewer accidents- Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes.
- (xi) Chances of promotion- Employees acquire skills and efficiency during training. They become more eligible for promotion. They become an asset for the organization.
- (xii) Increased productivity- Training improves efficiency and productivity of employees. Well trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained.

Professional development programmes for lecturers would allow lecturers to acquire new skills, knowledge, attitudes and for mastering subject, teaching pedagogy or methodology and management of classroom.

Finally, lecturers' professional development is very important in school because it helps to increase lecturers performance and arouse their interest in their teaching subjects. It also raises the lecturers' confidence to manage and handle problems in school.

### **2.1.7. Role of Colleges of Education Managements in Lecturers' Professional Development**

Lecturers' motivation is one of the most important factors affecting their professional development. A lecturer's drive towards self-improvement cannot be matched by any amount of pressure from the educational managers. For professional development to be successful lecturers must perceive it positively to encourage them to obtain new knowledge, skills, attitudes, values and dispositions. However, lecturers' perception depends on the influence and support of their school leadership and environment. The support of school management is crucial for promoting teacher development because they are responsible for monitoring and implementing staff development policies and managing the funds provided by the government or donor agencies for staff development.

Effective communication between school management and lecturers is very crucial to the successful implementation of staff programmes. Lecturers that are motivated to learn are more likely to attend professional development programmes within and outside the school. The school managers (Provost, Registrars and Deans) are therefore expected to guide, support, monitor, implement and evaluate staff development programmes. Effective communication between school management and lecturers is sine-qua-non to the successful implementation of staff programmes.

As an enabler, the school administration is expected to establish policies and procedures that enhance an effective and equitable distribution of opportunities for staff development. Thus, in Colleges of Education there are policies and guidelines for staff development as contained in the staff development manual.

As resource provider, the management provides support for lecturers to attend various development programmes which may include tuition reimbursement, educational leave, payment of professional association fees and travel expenses to off-the job professional development programmes. School managements may also grant sabbaticals or education leave to lecturers and this gives them ample opportunity to continue their education or conduct

research while they receive their salary for up to 12 months as well<sup>44</sup>. In colleges of education, the policy provides for the following:

- (i) Payment of fees and allowances annually to those who have been granted approval to undertake a course of study.
- (ii) Sponsorship of staff to attend conferences.

Apart from this, the provision of teaching and learning facilities is also imperative for an effective staff development programme. For lecturers to learn on the job and for teaching to be effective, both human and material resource must be provided for effective utilization. Also without up to date teaching facilities like textbooks, journals, workshops, laboratories and internet facilities lecturers cannot upgrade their knowledge. Hence, lecturers' development is affected if they cannot have access to new and relevant books to read and carry out research in school. As a monitor, the managements of Colleges of education are responsible for monitoring the staff professional development process and activities to ensure they are working as planned.

#### **2.1.8. Impact of Higher Education Training Programmes on the Job Performance of Lecturers**

Higher Education Training programmes are those that enable lecturers to acquire further education or higher degrees such as masters and doctorate in their chosen fields. The programmes are obtainable from Universities within and outside the country. Further training is recognised as an approach for achieving increased efficiency and performance of lecturers<sup>45</sup>. Formal school like the Universities provides the atmosphere for structured learning which makes assimilation process easier. Training in formal schools has some advantages and they include: the performance level of the study can be readily measured through testing, ideas and concepts can be standardized, it affords students from various background and experience a forum for interaction and resources are put together in one place for maximum utilisation.

Colleges of education may have realised the benefits of lecturers' participation in higher degree programmes and could have been supporting or sponsoring them through various methods as stated earlier. The sponsorship is seen as an investment of some sort that brings forth dividends. After lecturers complete their courses they can take new responsibility or position or occupy new position higher than previous one. Many lecturers participate in higher education qualification programmes such as (PhD., MEd.) because it is a basis for promotion to higher level or position. It is believed that when such sponsored lecturers complete their courses their job performance would have improved and they will be able to take up new responsibilities and occupy more demanding positions. Many lecturers are said to be enthusiastic about participating in higher education qualification programmes because a higher degree is also a basis for promotion to a higher level. In addition, to the Colleges of Education sponsorship of her academic staff, the Tertiary Education Technical Fund (TETFund) formally Education Trust Fund(ETF) introduced the academic staff training and development programmes in 2008 to provide funds to tertiary educational institutions for higher education of lecturers especially at Master's and Doctoral levels within and outside the country.

The benefitting institutions usually recommend their lecturers for sponsorship in line with the TETFund guidelines. Many lecturers have benefited from this sponsorship such that by March, 2010 a total of 2, 068 lecturers across tertiary institutions benefited out of which 385 of them were studying abroad. To date it has sponsored over 8,309 staff in public tertiary institutions for Masters and Doctoral programmes both within and outside the country<sup>45</sup>.

### **2.1.9. Impact of Lecturers' Participation in Academic Seminars and Workshops on Job Performance**

Seminars are simply a group of people coming together for the discussion and learning of specific techniques and topics. Usually there are several keynote speakers within each seminar, and these speakers are usually experts in their own fields, or topics. Several topic reviews are scheduled each day throughout the seminar, and attendees can usually make their

choice or topic from among these scheduled events. Seminar is of one the methods or approaches adopted to develop and train lecturers in the colleges of education. It is a meeting for discussion or training, in seminars, small groups of people meet to discuss a topic and each participant has the opportunity to acquire more knowledge and experience<sup>46</sup>.

A seminar in a College of education is therefore a lecture or presentation delivered to an audience on a particular topic that is educational in nature. It is also regarded as a form of academic instruction either at an academic institution or at a commercial or professional organisation. Seminars are highly interactive sessions in which presenters lead a small group of participants in discussion about a defined topic.

The main aim an academic seminar is for the participants to gain and mastery of subject. It is for lecturers to prepare and present paper on issues, problems for discussion with the aids of visual materials and other interactive tools to other participants. Emphasis is usually on discussion and questions from all the participants. The objective of seminar is to familiarise participants with the methodology of their chosen subject and allow them to interact and discuss problems alike. In addition, seminars also helps to share information and encourage attendees to equip with latest information and sometimes technological displays encompassing best and most current information in their field.

In the colleges of education in Nigeria, lecturers' participation in seminars is encouraged and to some extent mandatory as their promotion is anchored on evidence of seminar participation<sup>19</sup>. Seminars in colleges of education often cover a range of topics such as, work ethics, time management, research methodology, curriculum development, communication skills, students' assessment, teaching strategies, health and safety, wellness programmes and record keeping. Professional development through seminars cannot succeed without appropriate contents. The content of a professional development activity such as seminar should;

- Deepen teachers' knowledge of the subject taught.
- Sharpen teaching skills in the classroom.

- Keep up with the development in the individual fields and education generally.
- Generate and contribute new knowledge.
- Increase ability to monitor students' work in order to provide constructive feedback to students and appropriately redirect learning.
- It should address identified gaps in student achievement.
- Center on subject matter, pedagogical weakness and measurement of students' performance.

Attending a seminar has numerous benefits to the organisations including improving communication skills, gaining expert knowledge, networking with other and renewing motivation and confidence

A seminar is a part of a retraining exercise to update teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject. There multi-various importance of seminar on teaching and learning activities and this include:

1. Empowerment. Lecturers needs to understand his or her own worth through the resources available through the program, self-realization becomes possible. Empowerment in the sense of institutional transformation leads to the increased interest in the decision-making process
2. Attitude change. It helps lecturers to get resources to perform in order to achieve academic success. it provide lecturers with materials to excel in their profession or career in life.
3. Personality Integration: it helps lecturers to acquire practical skills to renew their personality. It helps participant to learn practical skills on how to become an integrated personality.
4. Increased productivity: It allows the participant to increase the productivity and performance. Lecturers are always encouraged to develop an action plan for

improvement. When compare the result and teaching activities before or after attending the seminar.

5. Teaching integration: Attending or participant in seminar allows the lecturers to integrate the new skills and knowledge into teaching and research activities. It helps lecturers to positively ascribe their personal changes effectively with research and services.
6. Leadership interest: leader should have genuine interest in seminar because leadership is considered as collaborative effort. The positive attitude of leader will encourage lecturer to develop interest in attending seminars. The goal of seminar is to discuss and explore the challenges and opportunities of academic leadership.
7. Sense of community: Lecturers acquiring skills with intention to share his skills for community development and discharge his or her responsibility through seminars, this will allow them to share in community responsibility. Seminar allows teachers to perceive the benefits accrue from their participation in community.
8. Participation in decision making: it allows a lecturer to participate in decision making in school as a result of seminar attended.
9. It enhances communication skill – it helps to practices professional communication techniques. It helps to make use of interpersonal skills such as working together to accomplish assignment or tasks and dealing with conflicting opinion among group members
10. Exposes teacher to professional knowledge – it can expose teachers to a topic through presentation and discussion led by different experts. It helps teachers to acquire skills and knowledge in a specific field.
11. Connecting with people – it gives teacher opportunity to meet other people with similar interest. It helps to share experience and exchange perspectives. It helps to meet new

people who can provide solutions to common problems and devise methods or strategies to handle challenges. The relationship can continue after the seminar is over.

12. It helps to arouse motivation - it helps to arouse motivation to pursue goals and find enthusiasm rekindle. It can lead to higher productivity or performance to fulfil professional and academic goals.

Usefulness of seminar training and development to teachers, seminar training and development is useful to teachers in the following ways:

1. It helps in training new employees without specific skills.
2. It provides essential training for new workers with technical, professional skills required in organisation.
3. It helps to retain workers to perform new jobs.
4. It helps to fulfill specific work force needed.
5. It helps to acquire necessary skills to operate in organisation such as accident reduction, customers relation
6. It helps to solve operational problems.
7. It equips supervisors and managers with latest techniques of management
8. It helps to improve performance by creating effective learning environment for teacher to display their skills and knowledge
9. It helps to improve teaching in the classroom because it equips teachers with modern instruction devices and inspire them to become good teacher in modern world.

#### **2.1.10. Impact of Lecturers' Participation in Academic Workshops on Job Performance**

Workshops are similar to seminars but the emphasis in workshop is on laboratory work or practical skills. A workshop is an interactive and participatory group designed to improve or reinforce participant to execute and practice technique and concepts. It enable the participant to implement and put into practice the technique and concepts. The main objective of workshops is

to acquaint participants with practical skills in the use of equipment or machines. Workshop is interactive training where participants carry out a number of training activities rather than passive listen to lecture or presentation.

In higher educational institutions, especially colleges of education, professionals are invited from outside or within the institution to carry out or conduct workshops and it last for a few hours, days or weeks. Whenever the Colleges of education introduce new technology (e.g. computerised machines), they need to update the skills of the workers who use it. Consequently, they can organise training workshops to train lecturers specifically to use such machines. In such programmes, professionals (resource persons) are invited to present papers and answer questions posed by participants.

Workshop can be organised to develop certain skills of lecturers. Attending workshop has great impact on lectures' performance.

1. Providing a framework for reflection. The teacher is a reflective person, thus, workshop gave him a structure that would lead his teaching activities. It provides a framework that can be used to think about a specific students' or a specific incident.
2. More self-awareness in the classroom. A reflective teaching is a way of being more self-aware in the classroom, to think about what should be done, and draw a conclusion from what is happening in the class and make adjustments.
3. Need for Non-judgmental attitudes. The expectation during workshop may make teachers to be creative to non-judgmental attitude of learners.
4. It helps lecturers to become better at planning their times and staying organized
5. It helps lecturers to be more efficient and gives their extra time to focus on students rather than the paperwork.
6. It helps to introduce new ideas to aspire participants to further explore it on their own.
7. It helps to illustrate and promote actual process practices.

8. It is a great way to teach hand-on skills as it gives learners an opportunity to try out new method and fail in a safe environment.
9. It helps to lecturers to guide other in areas where they developed expertise.
10. It helps to learn the latest skills in specific areas leads to becoming better lecturers.

Finally, the workshop presents an opportunity to promote, network and build the experience of lecturers for a good and successful classroom management. These workshops covered a variety of topics such as entrepreneurship education, computer statistical packages, methodology of teaching and curriculum and instructional development.

#### **2.1.11. Impact of Lecturers Participation in Academic Conferences on their Job Performance**

The word conference may refer to a group of academics presenting and arguing about a theme or topic on a college campus. It is also regarded as a formal means of validating social programmes and inducing change in individuals. Conferences are usually gathering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern. as a large official meeting at which people with same work or interests come together to discuss their views.

The structure and contents of conference can vary greatly, but a typical frame work would include one or more presentations of work and / or ideas about a given topic. The presentation may take the form of lectures, slide shows or films, workshops, panel discussions, and or interactive experiences. A conference may last a few hours or several days. It could be a onetime event or a regular (usually annual) fixture on participant schedules. Conferences vary in size in terms of number of the participants which can range from a group of three to thousands of participants.

Types of academic conference. They are:

**Academic Conferences:** - Most academic conferences are centred around a single subject and sometimes on a single topic within that subject. The format is such that the academics present their research work and the theories, defend and expand or change it in responses to criticism and feedback from colleagues.

Conferences are often sponsored by the professional organisations of the discipline involved and may be held annually in different cities. Many lecturers in the colleges of education are members of professional associations and are expected to partake in such activities. Apart from exchange of ideas, academic conferences also help participants to network which promotes collaboration, funding, employment and other professional benefits.

**Professional Association Conference:** They are similar to academic conference in some ways but they tend to address practical issues related to the actual work of participants and also matters such as regulations, funding and issues that affect profession. In Nigeria there are professional associations that exist at state, national and even international levels and they usually organise annual conferences for their members as part of continuing education. One of the main benefits of this is the opportunity members have to meet and share experiences with other professionals. Another benefit of professional associations is that they keep their members up to date by publishing journals, magazines and newsletters that communicate ideas and practices in the field.

Many professional associations have websites to disseminate information to members. In colleges of education, membership of professional bodies is a condition for promotion for lecturers<sup>19</sup>. Therefore, it is expected that lecturers participate in the conferences organised by their professional bodies.

**Training Conference:** These may be organised by a professional association, industry, local, state or federal agencies. The main objective is to train participants on methods and techniques, provide information on new regulations, or simply an exchange of experience and method among people from different backgrounds.

**Summit Conference:** The organisation of this conference is open to any association, group, organisation institution or government. Such conferences may address issues ranging from education or any societal problem.

There are many reasons for the organisation of conferences by professional associations, government agencies, educational institutions, individual organisations and activist groups in a society. Including: to address a problem and provide new information which enables participants to keep abreast of the latest developments in their fields, provide avenues for new research findings, or information to be shared and reviewed, meet the requirement of a lecturers' job as is the case in colleges of education where lecturers are expected to participate in annual conferences and the evidence of participation is used for their promotion from one level to another and enhance the prestige, credibility or credentials of an organisation. In colleges of education the act of organising a conference may bring prestige to the organisers and the school and conferences give opportunity for old and new participants to interact and share their views and practices.

Conferences therefore, have a very important place in the work place.

The work place is rapidly changing and information needs to be customized in order to meet the diverse of all organisations. The benefits of attending conferences include the following:

1. They allow organisation to get updated information on key issues that their organisations are concerned with.
2. They are valuable for delegates who carry heavy workloads.
3. They allow delegates to have issues addressing on a specific topic by recognised experts who are up to date with the latest developments in the field.
4. They are very appropriate in an era in which people do not have time to read a number of books by experts. They can spend a reasonable short period of time and get substantial information on a topic they have an interest in. The speakers, who specialize in these

fields, have already done the sifting and selection of information from a wide variety of sources. They can present the delegates with those aspects that are particularly relevant in the current work place environment.

5. They create learning communities that bring together delegates from like - minded companies.
6. The learning environment encourages delegates to exchange experience, ideas and practices from their own companies.
7. It allows delegates to interact with each other companies who may be experiencing similar issues and problems. It allows them to tackle issues together. In turn perspectives will be broadened as a result. This information exchange helps delegates benchmark their companies.
8. Reputable conference organizers add a great deal of value by identifying appropriate speakers who have the necessary subject matter expertise, practical experience in implementation, as well as the ability to engage audiences in an interesting way that stimulates thought and debate.

Conferences in any organisation have a number of benefits. They provide a means for the rapid dissemination of new knowledge which helps to thaw stereotyped antagonisms and promote inter-disciplinary, intra-disciplinary, domestic and transnational communication. It also provides a forum for immediate challenge, correction and redefinition of ideas in the presence of all participants. Every participant benefits whether he/she speaks in the conference process or not and participation in a small conference is a form of apprenticeship learning experience.

#### **2.1.12. Impact of Mentoring on the Performance of Lecturers in Colleges of Education**

Mentoring is a key element of staff development in educational institution, especially in the tertiary institutions. New and younger employees are encouraged to establish collaborative relationship with older and more experienced staff (mentors) for the purpose of getting the right orientation in the work place. The purpose of staff professional development is to enhance the

quality of human capital for maximum capacity utilization within and outside the organization. The organisation is committed to a working environment where professional improvement is seen as a continuous process which enables all members of staff to develop their professional skills and effectiveness in support of the goals and priorities of the organisation, mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential benefits are being realized.

Mentoring is a collaborative relationship or partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect. Mentors are always appreciated and facilitated throughout the world as they considered being an assistant in achieving organizational goals and targets performance. A mentor always develop employee and measure their performance. The also identify and develop skills and integrated their performance of junior workers with the polices and goals or objectives of organization<sup>46</sup>. As a key organisational strategy, mentoring can be viewed as desirable and attractive by potential employees. It can also increase organisational learning and retention of employees.

### **2.1.13. Impacts of Lecturers' Participation in other forms of Professional Development on their Job Performance**

**Sabbatical Leave:** This is a well-known practice in Nigerian tertiary institutions. Sabbatical leave is a paid time off-the-job granted to both academic and non-academic senior staff to study or work in other institutions across the country. Sabbatical leave in Nigerian COEs usually covers a period of one year. The main aim of sabbatical leave is to prevent employee burn out renew the intellectual and professional development of staff and boost individual staff morale. Sabbatical leave also provides staff with an opportunity to live and work in entirely new environment, and to widen their horizons by carrying out studies in new fields that would improve upon previous studies. One outstanding disadvantage of sabbatical leave is the cost. A

lecturer on sabbatical leave is entitled to full salary and other entitlements in the college he or she works. At the same time, remuneration and other allowances are paid according to the terms of agreement between the staff and the host institution.

**Membership in Professional Associations:** Belonging to professional associations and unions is a good way for staff to gain valuable knowledge and experience in their areas of specialization. The main activity of professional associations is to organize annual conferences either singly or in collaboration with educational institutions such as universities and Colleges of Education. Professional associations also encourage members and other interested educationists to write and publish articles in their annual educational journals. Colleges of Education encourage staff membership in professional associations which are valuable to both staff and the college. This is why allowances for journal publications are included in staff consolidated salaries and certificates of membership in professional associations are demanded as part of requirements when lecturers are to be promoted from senior to principal lecturers.

Lecturers in Nigerian COEs belong to professional associations such as the National Association of Educational Planners and Managers (NAEPM), Association of Nigerian Educators (ANE), National Association of Curriculum Theorists (NACT) and many others. The main problem with membership in professional associations is that some staff may register for the sole purpose of enriching their requirements for promotions instead of learning and developing.

**Staff Meetings:** Attending formal meetings on occasional basis are activities meant for the training and development of all cadres of staff in organizations. In Colleges of Education, the senior management, academic board, schools and departments occasionally organize and conduct meetings for staff members. The main reasons for holding staff meetings are to share relevant information, to plan for future programmes, to coordinate the activities of staff and students, to review past events and to inform members of staff about certain educational issues. Staff meetings may not be directly relevant to staff primary assignment or area of specialization,

but they serve as avenues for staff to get to know each other and express their opinions on issues raised in the meetings. They also serve as training ground for staff to know the techniques involved in planning and conducting meetings, and the roles of key members like the chairperson and the secretary. All these eventually contribute to the development of staff. However, if care is not taken, some meetings may lead to conflicts and crises among staff, waste of time arising from inadequate preparation of key members or unnecessary and prolonged discussions.

**Committee Assignment:** This is a development technique in which promising members of staff are assigned to work as members in committees formed by the college management. Colleges of Education in Nigeria function through various committees such as the students' welfare and disciplinary committee, community relation committee, examination malpractice investigation committee, students' advisory committee, hostel allocation committee, teaching practice committee, staff development committee and many others.

The advantages of the committee system is that it offers staff an opportunity to interact with experienced members of staff and this improves human relations in the college, the trainees become acquainted with a variety of issues and processes governing the college thus enabling members to understand the relationship between departments and the problems created by the interface of these organizational units. For instance, members of staff assigned to work in the security committee, stand a chance of understanding the security measures and problems associated with attempts to provide security for the entire members of the college.

However, where too many committees are formed without sufficient guidelines as to what members are expected to do, committee assignment may turn out to be time-wasting activities. Also if members are not given the opportunity to participate fully, they become frustrated and the activity becomes detrimental to their development. The aim of this event is to help delegates to chair committees effectively and in line with the university style and protocol.

**Coaching:** These are activities meant for the development of staff. Coaching is the traditional practice of assigning a less experienced staff to work under the watchful eye of a superior and more experienced staff. Coaching are development techniques in which training and feedback are given to employees by their immediate supervisors. One of the advantages of coaching is that they improve individual staff learning and development without any expenses. Effective coaching develops the strengths and potentials of subordinates thereby helping them to overcome their weaknesses. Although coaching requires time, if done well, it saves time and costly mistakes by subordinates.

However, common experience shows that coaching is not always the best way to develop staff. For instance, if coaching is carried out without any planning, it may not work out well. The coach may fail to teach or guide the developing staff appropriately as not all experienced or learned people are good coaches. Also, the job responsibility of the coach may not permit the subordinate to learn effectively. Therefore, for coaching to be effective, they must be carried out in a climate of confidence and trust between the trainers and the trainees. The trainers must have patience, the ability to delegate some authority and praise for jobs well done.

Undoubtedly, the professional development programmes and activities discussed above are all relevant to lecturers in Nigerian Colleges of Education. But while this is right, it is also a fact that some programmes are more relevant than others to individual staff needs. For newly employed lecturers, the induction training programme is the most appropriate and relevant to their needs at that particular period. For lecturer employed without the necessary teaching qualification, the Post-Graduate Diploma in Education (PGDE) is the most relevant. A senior lecturer who has been working for many years and has acquired the higher degrees needed, requires a sabbatical leave. Also, conferences, seminars and workshops are relevant to lecturers throughout their working experiences.

#### 2.1.4. Orientation Programmes

Orientation in educational institutions refers to the introduction of newly employed staff to the objectives, policies and practices of the school and to their position and duties as members of the school. Orientation is a kind of guidance designed to help new workers to learn about their daily jobs and be introduced to their colleagues and settle for their work. Generally employee orientation can be defined as familiarization and adaptation of new workers to the work environment. It is way of introducing a new worker engaged in organization to work and job<sup>47</sup>. Orientation programmes is a way of welcoming workers to an institution to make them feel part and parcel and important to organization. Organization of orientation programs is different from one organization to the other depending on the institution, the overall managerial culture and the running style.it provides workers with what the organization is expected from them and what they can do to achieve organisation goals.

Organization benefit from orientation programmes by introducing workers to basic rules involve in their job from administrative point of view. Also, workers benefit from orientation programmes from learning the vital regulations and job position and details. Employees will collect and obtain manual, comply with essential rules and regulations, learn regarding and sign up for benefits and learn important elements of the new position in which they are to function. Orientation encourages employees to improve their ability in the work<sup>48</sup>.

Orientation programmes are a common feature of many organisations and they are expected to carefully determine the content of their orientation programme as well as the means of delivering it. Generally, orientation programme should cover the following areas:

- (i) **School Information** – This include an overview of the school, key policies and procedures, the mission statement, company goals and strategy as well as information concerning compensations, benefits, safety and accident prevention, employee or union relations and the physical facilities.

- (ii) **Job-specific Information** – Consist of the function of the departments or work group, job duties and responsibilities, polices, rules and procedures a tour of the department and introduction to other employees

Orientation provides newcomers with a better understanding of how different jobs fit together within a unit and how a unit fits into a large organization to form a whole. A new employee should also be given an overview of the organisation's mission, goals, structure, culture and services. An employee who understands the importance of the mission is more likely to behave in accordance with its norms and values. There are a variety of training methods that can be used for orientation programmes. These include lectures, videos/DVDS, printed materials and discussion. In recent time, intranets (internal computer networks modeled after the internet are being used in developed countries. The duration of orientation programmes may vary from a few hours to several days or periodic sessions over several months. A significant element of an effective orientation experience is frequent interaction between the new comers and their heads of departments (Supervisors),

A worker who participates in orientation programmes is expected to stay with the organization because time is taken to gives appropriate orientation and further guarantee and motivated to do well for the organization. On other hand, a worker who did not get proper orientation may not get appropriate information require handling customer and working effectively and this may injure organization.

#### **2.1.5. Self-efficacy**

Self-efficacy refers to a person's belief in their ability to achieve something successfully. Beliefs and confidence can be developed through observational learning. People generally behave by watching the behaviour of people around them. This means that people will likely copy behaviour of someone who is quite similar with them. Self-efficacy is capability or trust a lecturer has to accomplish assigned task with different or methodologies. It helps lecturers to transfer their knowledge and skills to student successfully. Lecturers with high sense of self-

efficacy beliefs experiment new methods of teaching in classroom to meet the requirements of their students.

Self-efficacy can be defined as self-confidence and beliefs which would influence human resource<sup>49</sup>. From this definition, it is clear that self-efficacy prepares a lecturer in Colleges of Education with a confidence to utilize their human capital pool in order to achieve their goals. Self-efficacy can be viewed as an individual's belief about their capability to manage responsibilities, specifically, teachers' desired learning objectives to improve their students' learning. Better educational outcomes depend on the level of teacher self-efficacy. Teacher low levels of self-efficacy may inhibit the level of achievement at school. There are three dimensions teacher self-efficacy, which are efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management. Teachers with high level of self-efficacy is successful in student engagement, instructional strategies and classroom management by letting students participate in the lesson, improving teaching practices and carrying out a good orchestration of the learning environment<sup>50</sup>.

Self-efficacy is belief in one ability and strength to learn and excel, is the main characteristic of the teacher's success in representing a special individual, as someone who is confident in one's ability to manage and realize the actions needed, to produce achievements set based on self-efficacy classification into categories. One of them is academic self-efficacy and shows that it reflects the ability perceived by the teacher in relation to the tasks expected of the teacher in the academic domain. Also, it is the belief that a person can do his work in certain situations. The indicators are: (a) the magnitude of the difficulty level of the task that a person believes can be achieved, (b) Strength, refers to beliefs about the magnitude as strong or weak, (c) Generality, to what extent the expectations are generalized in all situations. More so, self-efficacy is the belief that someone can perform well in certain situations. The indicators are (a) Motivation to engage in behaviour that will help them perform well, (b) To learn more and

transfer learning to improve their work performance, and (c) direct (themselves) to a higher level of goal setting, and (d) performance<sup>51</sup>.

Self-efficacy is a perception of a person that he/she is able to accomplish a certain standard. There are four sources of information that could increase a level of self-efficacy such as enactive mastery experience, verbal persuasion, vicarious experience, and physiological and affective stress<sup>29</sup>. It referred to a teacher's belief in their ability to successfully cope with tasks, obligations and challenges related to his/her professional role (e.g., didactical tasks, managing discipline problems in the class, etc.)<sup>52</sup>. Self-efficacy can be viewed as teachers' ability to face the various challenges in their professional career<sup>53</sup>.

Self-efficacy is a firm belief in one's ability to control the environment and control things<sup>54</sup>. Self-efficacy comes from four main sources: past performance gains, succession or pattern experiences, verbal persuasion, and emotional and physiological states. These factors interact with each other and influence people's judgment, which in turn changes individual ways of acting. Teacher self-efficacy refers to the perceptions that a group of teachers of a school have regarding their ability to work together to generate a positive effect on their students<sup>55</sup>.

Self-efficacy can be described as a belief that an individual thinks, acts, and feels<sup>56</sup>. It is also all about one's belief in his abilities as it pertains to dealing with various situations that impact and can play a significant role in his life, not only how he feels about himself but also how successful he might be<sup>57</sup>. Furthermore, self-efficacy is vitally essential in teachers' commitment to their work<sup>58</sup>. Self-efficacy can be viewed as the trust an individual has towards himself to produce certain tasks or responsibilities properly and effectively. Self-efficacy is an evaluation of the ability to perform a certain behavior in certain circumstances<sup>59</sup>.

Self-efficacy can be described as a belief in individuals to take action in achieving certain success. Self Efficacy has a big effect on individual performance. Self-efficacy can raise the belief of individual that he/she will be able to complete all tasks and challenges that exist when performing tasks and jobs that are charged to individuals or groups. Self Efficacy is

formed by 6 indicators, which are: (1). Believing in ability, (2). Having freedom and responsible for all his/her actions, 3). Being polite and enthusiastic in interacting with others, (4). Able to appreciate others, (5). Having a desire to be outstanding, (6). Doing work within limits. Hence, it is an important variable in supporting individual success in improving academic performance and having positive effect on achievement<sup>4</sup>.

Self-efficacy can be defined as self-belief of teachers on their capabilities and trust they have on their methodologies to accomplish the tasks. In particular cases, self-efficacy gives a surety to teachers that they are able to transfer their knowledge to the students successfully. Teachers with a greater sense of self-efficacy beliefs are more willing to experiment new methods of teaching to meet the requirements of their students. Self-efficacy always influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results. It has been noticed that teachers with a high level of self-efficacy have a positive attitude towards everything. They always have control on their emotions, as a result they seldom display their anger in front of their students and this attitude assures high achievement. Teachers with high level of self-efficacy are open to new methods and have the ability to adopt new techniques<sup>60</sup>.

Self-efficacy can be seen as an outcome of interactions between the environment and other self-adjustment mechanisms, individual capabilities, experience and accomplishments. It is an essential factor for behavioural change and a component of self-control. It is also a vehicle for motive recognition. Self-efficacy is conceptualized as an individual's perception about himself that he can perform any work by utilizing his abilities and capabilities. It can be referred to how individuals judge their abilities to organize and carry out course of action required to achieve pre-determined performance. It is the level of one's belief in one's own ability to attain goals or complete tasks. Hence, self-efficacy be defined as the belief in one's ability in order to perform task in difficult environment. When low self-efficacy is present in an individual, negative feeling about one's abilities and responsibilities for one's own performance can be

triggered. A high level of self-efficacy triggers feeling that one is responsible for one's destiny and that one can do what one wants to do. Perceived self-efficacy is seen as people's feelings about their capacities to produce required levels of performance that exercise influence over events that affect their lives. It also determines how individuals perceive, think, motivate themselves and behave in a particular way<sup>61</sup>.

Teachers' self-efficacy can be viewed as how teachers predict their abilities to bring functional behaviours and valued student learning and achievement. The behavioural self-efficacy describes the degree of a teachers' efficacy belief in executing specific actions to handle teaching situations<sup>20</sup>. Self-efficacy can be defined as self-belief of teachers on their capabilities and trust they have on their methodologies to accomplish the tasks. It is an organization of social, technical, and behavioral skills to achieve targets. Self-efficacy in the context of teaching refers to the ability to determine the outcomes of the students' work. Self-efficacy highly influences an individual's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes one more confident about the desired results<sup>59</sup>.

Self-efficacy makes a difference in how people think, feel and act. That is, in terms of feeling, low self-efficacy is associated with depression, anxiety and helplessness. People with low self-efficacy also have low esteem, harbour pessimistic thoughts about their accomplishments and personal development. Hence, librarians with high self-efficacy are likely to be creative and also perform more challenging tasks. High self-efficacy may also allow library personnel to select challenging settings, explore their library environment or create new ones in order to adequately disseminate information resources to their numerous library users<sup>62</sup>.

Self-efficacy beliefs are self-judgements of one's capabilities to successfully perform an action in a given context. Furthermore, teachers' teaching self-efficacy beliefs are self-assessments of their ability to influence students' learning<sup>63</sup>. Self-efficacy of teachers can be described as a teacher's confidence to effectively organize and perform specific actions related to a particular teaching task<sup>64</sup>. Self efficacy can be described as ability to produce the intended

result. It is therefore relates to a personal belief about their own ability to carry out a particular task successfully. It is people's judgements of their capabilities to organise and execute courses of action required to obtain designated types of performances<sup>65</sup>.

Furthermore, self-efficacy beliefs influence an individual's thought patterns and emotional recreations and having high self-efficacy can help create feeling of serenity in approaching difficulty tasks and activities. This simply means that if we have a high sense of self-efficacy in a given area, we will set a higher goal, be less afraid of failure but persist longer when we encountered difficulties. Lecturer with high self-efficacy is prone to better teaching professional productivity while those with low self-efficacy likely to have weak teaching productivity.

Self-efficacy could be likened as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. Two important aspects of this definition warrant further explanation. First, self-efficacy is a *belief* about one's perceived capability, and as such, does not necessarily match one's actual ability in a specific domain. The most useful efficacy judgments are those that slightly exceed one's actual capabilities, as this overestimate can actually increase effort and persistence during difficult times. Secondly, Self-efficacy is the idea that individuals make use of their value judgments in reference to some *goal* (attain designated types of performances), which reflects upon both the task and situation-specific nature of efficacy beliefs.

Self-efficacy is the trust and capabilities a lecturer have to accomplish assigned task with different methods at any given period of time<sup>59</sup>. It assures teachers to transfer their knowledge and skills to students successfully. Teachers with high sense of self-efficacy beliefs are willing to experiment new methods of teaching to meet requirements of their students need. If lecturers self-efficacy increases when accomplish a task successfully while failure to accomplish a task decreases or lower their self-efficacy.

Workplace performance is associated with employee's self-efficacy because it reduces work stress by performing the task in organization on regular basis. Employees who learn new skills and knowledge discharge their duties or perform better in accordance with their self-efficacy belief. Employees with high self-efficacy always ready to learn new concepts, ideas and skills as well. They perform extra ordinarily and provide their best at workplace<sup>66</sup>. The term self-efficacy refers to an individual's confidence in their ability to complete a task or achieves a goal. Self-efficacy also refers to set of belief we hold about our ability to complete a particular task. Self-efficacy is also the belief in ones capabilities to organise information and execute a course of action to navigate a prospective situation<sup>67</sup>.

Self-efficacy has three dimensions: *magnitude*, the level of task difficulty a person believes she can attain; *strength*, the conviction regarding magnitude as strong or weak; and *generality*, the degree to which the expectation is generalized across situations. An employee's sense of capability influences his perception, motivation, and performance. We rarely attempt to perform a task when we expect to be unsuccessful. However, lecturers' self-efficacy is the belief a lecturer has about his or her perceived capability in understanding certain teaching or lecturing task and the ability to perform professional tasks.

#### **2.1.14. Sources of Self-efficacy**

Self-efficacy is not a gifted trait. To recognize and realize their ability, individuals must rely on self-knowledge. The four sources are very important to teachers. They are:

1. Mastery teaching experience
2. Vicarious or social modeling
3. Social or verbal persuasion
4. Physiological and emotional behaviors

**Mastery of Teaching Experiences** - It is one the important source of self-efficacy that is mastery of teaching experiences. It is situations where teachers share their success stories, feeling confidence about their method of teaching that prove them competent and capable in

their profession. Successes make them believe in their methods and themselves, which helps to increase in teachers' abilities and activities they choose. If activities lead to success every time it increases the level of their self-efficacy. If activities lead to failure it lowers their self-efficacy. Experienced mastery has been shown to produce the most powerful influence on efficacy beliefs, individuals also can learn by observing the successes and failures of others. Employees who have previous experience with on the job success have more confidence to complete similar tasks (high self-efficacy) than those who do not (low self-efficacy).

**Vicarious or Social Modelling** – It is a way of learning from other people experiences, especially teachers who are successful in their career or teaching profession. These success stories generated positive ideas among teachers which motivate them to do something different and creative. The behavior of successful teachers has effects on other teachers which in turn improve their effectiveness in school. By observing how others deal with challenging or threatening activities without adverse consequences, individuals begin to compare attributes and form expectations of their own ability. Without direct experiences, individuals are still able to calculate which goals are achievable and how much effort is needed. The more similar the attributes, the higher the expectations. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities master comparable activities to succeed.

**Verbal Persuasion** – The confidence level of teachers can be improved through appreciating and encouraging remarks given to teacher to boost their moral and confidence in their chosen career which can increase the level of their self-efficacy. If teachers are supported by social elements in society towards teacher self efficacy a clear improvement can be seen in their attitude in school and society. Individuals who are verbally persuaded that they are capable of achieving given activities are more likely to generate greater effort and to sustain it than those who doubt their own ability. However, verbal persuasion is considered a weak inducer of efficacy if one's experiences of past failures dominate self-belief. Employees can be persuaded

to believe that they have the skills necessary to successfully complete a task. Both positive encouragement as well as convincing others that they have the ability to succeed at the particular task can facilitate self-efficacy. When managers are confident that their employees can successfully perform a task, they perform at a higher level.

**Physiological & Affective States or Emotional Arousals** – The physiological and emotional behavior of teachers has effects on their self-efficacy. If teachers are confident in their actions, they surely get positive and outstanding results. However, if teachers are depressed or anxious in their actions, this can produce negative results. Teacher confidence is very important because it can change the results. When qualified teachers failed to succeed as a result of depression and lack of confidence it affect the level of their self-efficacy. An individual's expectations of his or her own ability can be distorted by negative emotional arousals such as stress or fear and the physiological state of fatigue, since they directly decrease performance and lead to other avoiding behaviors.

The more sensitive a person is to these arousals, the lower the expectations are. Consequently, by training or practicing to cope with stress and fear, individuals become less sensitive and are able maintain their performance. A lecturer who expects to fail at a task, or finds the task too demanding will experience a set of emotional cues: racing heart, blushing, sweating, headaches, etc. If these physiological cues are persistent and severe enough, they contribute to a sense of weak self-efficacy in employees<sup>68</sup>.

#### **2.1.15. Self-efficacy and Approaches to Work Related Tasks**

Self-efficacy influences how individuals will approach tasks and challenges in the workplace. Below are commonalities in the approach to work related tasks in employees with high vs. low self-efficacy beliefs.

##### **Employees with High Self-efficacy:**

- (i) View difficult tasks as challenges to be mastered
- (ii) Develop a strong connection and deeper interest with work-related tasks

- (iii) Set more challenging goals
- (iv) Are more committed to their work
- (v) Sustain their efforts in the face of setback or failure
- (vi) Recover quickly from setbacks and disappointments
- (vii) Attribute setbacks to insufficient effort or knowledge (both of which can be acquired)

**Employees with Low Self-efficacy:**

- (i) View difficult tasks as threats to be avoided
- (ii) Believe that more difficult tasks are beyond their capabilities
- (iii) Perseverate on failures and negative outcomes
- (iv) Perseverate on failures and negative outcomes
- (v) Quickly lose confidence in their abilities

Self-efficacy beliefs are the most central and pervasive influences on the choices employees make and goals they set for themselves. Self-efficacy beliefs also strongly affect their approach to a task, motivation to engage in a task, the level of effort they exert, degree of persistence when facing a difficult task and their performance on the task.

**2.1.16. Levels of Efficacy in an Organisation**

Levels of efficacy in workplace are:

- (i) **Self-efficacy** - Self-efficacy is a person's belief in his own abilities to successfully accomplishing a specific task. It is as a result of complex knowledge acquired in cognitive, social, physical skills, linguistic, through experience.
- (ii) **Collective Efficacy** - Collective efficacy is a perceptions through which a group belief in their ability to achieve results. It is belief that the group shares which remain as emergent or group property rather than the individual.

Self-efficacy and collective efficacy are very important when doing individual, collaborative and group-based tasks. However, individual views the effect of their own capabilities not only on their personal work, but work they engaged in with the team. More so, the team's collective

view their capability not only affects their work as a team but what each individual contributing to the team and feels capable of executing.

### **2.1.17. Effect of Self-efficacy on Learning and Performance**

Self-efficacy has powerful effects on learning, motivation, and performance, because people try to learn and perform only those tasks that they believe they will be able to perform successfully. Self-efficacy affects learning and performance in three ways:

- (i) Self-efficacy influences the goals that employees choose for themselves: Employees with low levels of self-efficacy tend to set relatively low goals for themselves. Conversely, an individual with high self-efficacy is likely to set high personal goals. Research indicates that people not only learn but also perform at levels consistent with their self-efficacy beliefs.
- (ii) Self-efficacy influences learning as well as the effort that people exert on the job: Employees with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful. Employees with low self-efficacy may exert less effort when learning and performing complex tasks, because they are not sure the effort will lead to success.
- (iii) Self-efficacy influences the persistence with which people attempt new and difficult task. Employees with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface. Conversely, employees with low self-efficacy who believe they are incapable of learning and performing a difficult task are likely to give up when problems surface. Self-efficacy has influence on workers job performance<sup>69</sup>.

### **2.1.18. Factors That Triggers Self-efficacy in Organisation**

Understanding the factors that triggers off self-efficacy in organisation is way to prevent low self-efficacy in organization. They are:

**(1) The Kind Feedback from Performance Feedback** – the kind of feedback given to the worker determine whether their self-efficacy is high or low but if feedback is not given it will make individual workers or team to lose their sense of self-efficacy. Acquiring higher performance feedback will help employee to reduce or avoid low self-efficacy. When the feedback is accurate, timely and specific, individuals or group can understand better the cause and effect in performing the task and can work towards fixing any errors or mistakes than occur. . This will helps to maintain a healthy level of efficacy and increases self-efficacy in workplace or organization.

**(2) Complexity and Uncertainty Task** –tasks must be clear to managers for them to provide accurate feedback. If they are not clear with the task objectives it will be difficult to get clear feedback as a result it can lead to low self-efficacy. When manager are clear with the task performance feedback it will helps to increase workers self-efficacy. When feedback is not provided corrective action is taken this may reduce or decreases self-efficacy of workers. If tasks are concretely defined and level of complexity equivalent to the employee’s skill level, their self-efficacy will increases.

**(3) Experiences on Ask** - Success or failure of previous tasks can influence a person or group’s perception about their capabilities. Failure to accomplish a task can lead to low self-efficacy while successful accomplish a task can lead to high self-efficacy. When lecturers successfully complete a task their self-efficacy may high but failure to accomplish a task can lead to low self-efficacy. An employee who successful complete many task will have high sense of self-efficacy.

When managers understand factors that can trigger self-efficacy in organization, administrators in colleges of education can be more effectively enhance self-efficacy and in turn, increase job performance in their lecturers. Also, self-efficacy increases teachers’ abilities in the classroom observation and teaching<sup>70</sup>.

### **2.1.19. Implications of Self-efficacy in the Workplace**

This research review of the impact of self-efficacy includes a wide range of topics such as training and development, teaming (i.e., collective efficacy), change and innovation, leadership, and stress. From this considerable body of theory and research on self-efficacy, the following managerial and organizational implications are provided.

#### **Selection/Promotion Decisions**

Organizations should select individuals who have high levels of self-efficacy. These people will be motivated to engage in the behaviors that will help them perform well in the workplace. A measure of self-efficacy can be administered during the hiring/promotion process.

#### **Training and Development**

Organizations should consider employee levels of self-efficacy when choosing among candidates for training and development programmes. If the training budget is limited, then greater return (i.e., job performance) on training investment can be realized by sending only those employees high in self-efficacy. These people will tend to learn more from the training and, ultimately, will be more likely to use that learning to enhance their job performance.

#### **Goal Setting and Performance**

Organizations can encourage higher performance goals from employees who have high levels of self-efficacy. This will lead to higher levels of job performance from employees, which is critical for many organizations in an era of high competition.

### **2.1.20. Building Self-efficacy**

Emphasize Peer Modelling – A worker can be a model to others in organization when his good behavior helps to achieve success. The manner and way he/she carryout the task to high performance will make managers or employers to encourage others to follow suit. In a workplace – one employee can takes centre stage for week and shows both business know-how and good social behaviours to other. This employee will be a peer model to the rest of employees in the company, other workers will want to learn from him or her ,how it act and

behave in a particular manner, especially if this good behaviour help them achieve more success or drew attention and praise from the boss.

Request or Seek for Feedback – employees are always eager to get feedback in their performance. It helps workers or employees to understand and know when they should remain or continue using the same methods or to change it to another one. When the feedback is higher it will increase their performance, otherwise it can lead to lower performance or self-efficacy. When receiving higher level of performance feedback, it will help to improve self-efficacy and subsequent task performance

Allow Peoples Participation – It is good to allow workers to participate in work or task. Participation will encourage other to do similar task successfully when the participator is ready to teach other this will arouse their self-efficacy. People like to build their self-efficacy on people the see very close to them. They want to behave the way such a person behave and continue in the same manner. Participation is also important to peer model when a person who has previously engaged in active learning ready to teach other in a similar manner. Participation helps workers to learn from each other and people want to build their levels of self-efficacy on how those who are very close to them behave.

Permit Workers to make Choice – When allow workers to make their own choice they feel more responsible for choice made and eager to achieve such success will help them to learn from mistake and provide solution to the choice after mistake. When people make their own decisions allows for one to feel responsible, the person themselves is the one held accountable for if the outcome whether favour or against you the person making choice.

If letting people to make their own choices the term self- accountability is usually come to mind.

### **2.1.21. Techniques through which Self-efficacy can Improve Employee Performance**

1. Stay in Stretch Zone: Goal setting is crucial to building self-efficacy. Studies have shown that there are three personal zones of achievement (the comfort zone, the stretch zone and panic zone) highly productive people lies at stretch zone where they can make the most of their

abilities. In stretch zone, employees are more willing to take reasonable chances and are resilient to failure and setback. In the panic and comfort zone employees are usually to take prone to taking chances or extending efforts, the stretch zone allows employees to have an insightful perception about themselves and increases the likelihood of achieving self-contentment.

Employee enters the zones through:

- Setting goals,
  - doing things that they like to do,
  - trying new things and facing challenges
  - accepting failures and criticism positively
  - approaching the goals slowly and not over-stressing
- 2) Set Simple Goal- low self-efficacy makes employees either doubt abilities or perceives the task to be more difficult than they are, as a result employees don't make enough effort, blame themselves or their cluster achievements, and destroy the trust in them. A good idea to build and sustain self-efficacy is to set goals reasonable and approach them one-by-one. Employees can break the goals into smaller and work on achieving them one at a time. By doing this, employees can rejoice our small success and their goals become more manageable and accessible.
- 3) Look for Bigger for Picture - one of the most significant qualities of employee with high self-efficacy is the power to look beyond short-term losses and not letting them break their self-trust. Employees have higher goals to achieve and sticking to this perspective helps in maintaining a high self-efficacy. Self-efficacy allows employees to sort their priorities, make better plans, and focus on them more efficiently.
- 4) Reframe Obstacles – a practical psychological tool to increase self-efficacy is identifying obstacles, through blocks, and reframe or replacing them with positive interventions.

Reconstructing the ways, we look at failures and fell about them help a lot in changing the way we think of ourselves. Building self-efficacy allows us to understand the challenges and failures as inevitable; by continuing to believe in ourselves and abilities, we can surely attain fulfillment.

### **2.1.22. How Manager Increase Self-efficacy in Work Place to Improve Performance**

Manager can increase self-efficacy which helps in improve performance in working place as follows;

- 1). Recruit Applicants with high Self-efficacy – carefully hiring practices and utilisation of specific interview questions that probe an applicant’s general level of self-efficacy are important to developing a team with high self-efficacy. Selecting individuals who have higher self-efficacy beliefs will increase the probability that they will be more motivated to perform well.
- 2). Ensure Job Demands are Appropriate – the complexity of the job demand has an impact on self-efficacy. Individuals who gain mastery completing complex, challenging and autonomous job increase self-efficacy. Individuals who lack the opportunity to engage in challenging work are often bored and disengaged, leading to a decrease in self-efficacy.
- 3). Improve Training and Professional Development Practices - employee’s self-efficacy expectations for tasks can be increased through guided experience; mentoring and role modelling. Enhance self-efficacy with professional development for all employees. Also, assign a team leader who exemplifies self-efficacious behaviour and identify them as role models.
- 4). Enhance Self-management - systematic self-management training enhances self-efficacy expectations. Encourage employees to set realistic goals

### **2.1.23. Lectures Level of Self-efficacy and Indicators.**

The level of self-efficacy of lecturers varies from lecturers to lecturers. Lecturers with high level of efficacy, always have confident in his ability to do things, whereas lecturers with low level of self-efficacy, will always hesitate and halfway in completing their task. Self-efficacy is one's evaluation of one's ability or competence to carry out a task, achieve goals, and overcome obstacles. If lecturer has a high level of efficacy, they always confident in their ability to do things, also a lecturer with a low level of self-efficacy, always hesitate and halfway in completing his task.

Self-efficacy in lecturers is influenced by individual observations of the lecturer on something that happens in his or her social environment. Lecturers will further improve their quality if they believe in their potential. Each lecturer need to increase his self-efficacy to develop his potential. The more the lecturer believes that the capabilities they have, the easier they will also improve their quality and performance.

**Self-efficacy Indicator:** Self-efficacy indicators can be referred to as an aspect of self-efficacy namely the level aspect, the strength aspect, and the generality aspect. Self-efficacy indicators are:

1. Efforts to complete work. Individuals believe that they are capable of completing tasks, which is the individual himself who sets the task (target) what must be completed.
2. There are efforts to achieve success. Be confident in motivating yourself to take the actions needed to complete the task.
3. Perseverance in completing work.
4. There is a strong effort from the individual to complete the assigned task by using all available resources.
5. Efforts to change themselves based on experience. Individuals can survive in the face of difficulties and obstacles that arise and can rise from failure.
6. The magnitude of the difficulty level of the task that a person believes can be achieved,
7. Strength, refers to beliefs about the magnitude as strong or weak,

8. Generality, to what extent the expectations are generalized in all situations.
9. Motivation to engage in behaviour that will help them perform well,
10. To learn more and transfer learning to improve their work performance,
11. Direct (themselves) to a higher level of goal setting, and
12. Performance.

#### **2.1.24. Importance of Self-efficacy on Lecturers Performance in Colleges of Education**

Lecturer performance is one of the most important components in colleges of education. College of education cannot function well in the absence of lecturers who provide teaching, conducting research, performing community service, as well as a variety of other scientific activities. Therefore, lecturers' self-efficacy is one the variable that helps them to perform their duties well and appropriate in schools. These are some of importance of self-efficacy to lecturers. They are:

1. It helps to influence how hard and how long an individual lecturer will persevere at a particular task, how resilient people will be when faced with obstacles, and the amount of stress or anxiety they will experience in a given situation.
2. Self-efficacy helps to improve lecturers' confidence and ability to promote students' learning in schools.
3. Lecturers are able to undertake and successfully execute a specific task in a specific context, and the latter judgments about the consequences that this performance would bring about.
4. It provides opportunities for student communication by using a variety of models to meet the needs of all learners (working individually, in pairs, and in groups).
5. Teachers with high levels of self-efficacy are more likely to divide the class into small groups rather than teaching the class as a whole, thereby allowing the opportunity for more individualized instruction.

6. It increases extent to which teachers are willing to transfer skills learned during in-service training to the classroom.
7. It helps teachers to explore more alternative methods of instruction, seek improved teaching methods, and experiment more extensively with instructional materials.
8. It enhances teacher's ability to respond effectively to stressful and challenging situations.
9. Teachers with strong, positive efficacy beliefs about their teaching ability are more likely to take risks and use new techniques, experiment and persist with challenging strategies that may have a positive effect on student achievement.
10. Teachers with high level of efficacy beliefs feel more challenged but less threatened by stressful conditions than those with low self-efficacy.
11. Self-efficacy influences extent to which a teacher professional programme is ultimately effective in terms of the acquisition of knowledge and skills.
12. Teachers with high levels of self-efficacy regarding their ability to teach, which can produce superior student achievement across a range of academic subjects.
13. Teachers are better organized and engage in more effective planning and are more likely to set high performance standards for themselves as well for their students.

#### **2.1.6. Job Commitment**

Job commitment is how an individual brings energy and initiative to job every day. It is the individual's psychological attachment to his /her organization. It is the degree level of an individual relation and experiences as a sense of loyalty toward one's organization. It is the extent to which an employee develops an attachment and having a feeling of allegiance to his/her employer. Job commitment is simply a way at which an individual is dedicated to a particular organization, cause, or belief, and a willingness to get involved. Job commitment is an employee's adherence, feeling to consider organizational goals as his/her like own. They act on behalf of organization in order to achieve value, goals and desire to maintain his close membership<sup>7</sup>.

Teacher commitment is the emotional bond teachers demonstrate toward their work. Teacher commitment has been recognized as one of the most critical factors in effective teaching. Thereby, teachers with high level of commitment can make a difference to the learning and achievement of their students. Committed teachers are affiliated with the school they work for and they invest their time and energy in promoting their school. Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Teacher commitment is an internal force that drives teachers to show enhanced job performance<sup>71</sup>.

Teacher commitment is broadly conceptualized as a desire to continue and a commitment to grow and learn in the professional community of colleagues. The teacher's commitment to the profession is related to a sustainable learning community. This means that the emergence of a sustainable learning community in school communities is inseparable from how the teacher's commitment to the profession<sup>51</sup>.

Job commitment can be viewed as the degree to which the employee feels devoted to their organization, it can also be described as an effective response to the whole organization and the degree of attachment or loyalty employees feel towards the organization<sup>72</sup>.

Job commitment is a psychological state that binds an employee to an organization thereby reducing the problem of employee turnover and as a mind-set that takes different forms and binds an individual to a course of action that is of important to a particular target<sup>73</sup>.

Employee job commitment can be described as an attachment where the employee has for their own organization from their experiences. It will indicate the level of satisfaction, and engagement among employees. It is also a crucial to assess employee commitment since it is a key element in organizational success. The commitment is defined as the steadying strength which is acts to retain the behavioral move toward in the fairness conditions and the psychological condition of the commitment are the bonds of individual towards organization<sup>74</sup>.

Job commitment as to what extent employees are consciously committed to and to what extent they care about their profession. It is the description of internalizing the values about importance and goodness of work in the eyes of individuals.

Job commitment can be referred to an employee's dedication and willingness to work positively in an organization and his continuance to work for it<sup>56</sup>. In the school system, dedicated and committed teachers play a vital role in achieving educational goals and objectives because they are the core implementers of teaching and learning. Job commitment can be viewed as individuals' loyalty to their profession and career related to their profession, they dedication themselves to these factors, and accepting and believing in job ethics and job purposes. Job commitment as to what extent employees are consciously committed to and to what extent they care about their profession. It is the description of internalizing the values about importance and goodness of work in the eyes of individuals. Teachers' multi-dimensional tasks as facilitators, role models, guides, and parents cannot be completely carried out without a high level of commitment, enthusiasm, love, sacrifice, and affection to students, schools, and teaching.

Teachers' job commitment is the willingness of teachers to invest personal resources into the teaching task and thus remain in the teaching profession. More so it is a strong belief in and the acceptance of the school's goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain one's membership within the school. Committed employees are more likely to go above and beyond the call of duty to help their organisation and are less likely to quit<sup>75</sup>.

Job commitment is a psychological state that characterizes the employee relationship with decision to continue membership in the organisation. It also reflects the extent to which employee's identify with an organization and is dedicated and loyal to its goals. Employee commitment is important because high levels of commitment lead to several favorable organizational outcomes. Employees who are committed to their organization generally feel a

connection with their organization, feel that they fit in and, feel they understand the goals of the organization. The added value of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support. Therefore job commitment is a psychological state mind that binds an individual to the organization. It referred to the likelihood that an individual will stick to the organization, feel psychologically attached to it, whether the job is satisfying or not<sup>61</sup>.

Job commitment can be viewed as teacher's attraction and attachment to the work and the organization. It can be described as total organism direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices. Commitment in job is a state of attachment that defines the relationship between an actor (an individual, a group or organization) and an entity (commitment target). It is the strength of the individual's identification with, involvement in, and commitment to support and attain organizational goals<sup>76</sup>.

Job commitment could be viewed from two important dimensions, which are internal satisfaction (intrinsic), which is the satisfaction staff obtain from internal factors such as recognition from their workplace, and career advancement, among others, while external satisfaction (extrinsic), is the satisfaction staff obtain from external factors such as relationships with co-workers, salary received, and work environment, among others factors<sup>77,78,79</sup>.

Job commitment is an individual contribution to an organizational vision, mission and strategic initiatives by their citizenship and production and organizational commitment concerns the level of the employees recognized themselves that they belong to (or parts of it) and feel its attachment to the organization<sup>80</sup>.

Job commitment can be viewed as employees' willingness of contribution to the organizational objectives/ goals and values and to strive for the vitality of the organization<sup>81</sup>.

Job commitment is the psychological status reflecting the relationships between individuals and organizations without stating in their employment contract benefiting the organization from the goal achievement<sup>82</sup>.

Job commitment is employees' belief in the organization aims and values, hard effort for the organizational objectives achievement, and employment loyalty to the organization. In term of the importance of the employee commitment, its achievement to the organization is crucial and central to modern human resource management and organization success and as key area for research by its strong impact on the successful performance<sup>83</sup>.

Job commitment is considered the full involvement and participation in the affairs of an organisation with the intention of facilitating the attainment of desired objectives. It is the conscious effort of an employee to fully bring in his/her capacity, skills, knowledge and even resources in the pursuit of original organisational goals. In the school for instance, it is the willingness of teacher to work towards academic achievement of the students<sup>84</sup>. Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organisation. When an individual has job commitment, the person is more likely to perform tasks and responsibilities that will help an organisation achieve a higher level of the organisational goal.

Teachers' job commitment is the willingness of teachers to invest personal resources into teaching task and thus remain in the teaching profession. Teachers' commitment is a strong belief in and the acceptance of the school's goals and value, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain strong membership within the school confines<sup>75</sup>.

Job commitment is the state at which an employee can be enhanced through their mind-sets and belief in organisational goals. It is a willingness of employee to undertake an effort to stay and be part of organization<sup>85</sup>. Job commitment is the employees' sense of being committed to the organization's goals and objectives<sup>86</sup>. The level of goal achievement will make employees

identify with their company. Loyalty and involvement of employees can be enhanced through their participation in organizational performance. Emotional response of an employee can be developed from the relationship between a firm and its employees. It is a relative strength of involvement which often linked with organizational identification<sup>87</sup>.

Job commitment is important to derive efficient outcomes, fulfillment in employees' performance<sup>88</sup>. Employees' loyalty is often affects the performance and outcome of an organization. Employee Loyalty is a form of a deliberate commitment to the organization and employer after doing required work even after sacrificing self-interest<sup>89</sup>. A study was conducted between employee's loyalty and commitment. It was revealed that organizational commitment has a positive impact on organizational loyalty which further led to an improvement in quality of services delivery<sup>90</sup>.

Employee commitment is a feeling of dedication to one's employing organization, willingness to work hard for that employer, and the intent to remain with that organizational attachment of the individual to the organization. Workers are regarded as committed to an organization if they willingly continue their association with the organization and devote considerable effort to achieving organizational goals within the giving term frame. The high levels of effort exerted by employees with high levels of organizational commitment would lead to higher levels of performance and effectiveness of both the individual and the organizational levels<sup>91</sup>.

Lecturers' job commitment can be viewed as feeling of responsibility lecturer has towards the mission and goals of their institution such lecturer is more likely to perform tasks and responsibilities that will help the college to achieve a higher level of institutional goal. It can also be referred to as the degree to which a lecturer is loyal and devoted to the college. It can also be the degrees of attachment or loyalty a lecturer feels towards the institution. However, lecturers job commitment can be referred to as the degree to which a lecturer loyal and devoted to the college or institution. It can also be the degree of attachment or loyalty a lecturer fell

towards the institution where work. Hence, lectures job commitment can be described as feeling of responsibility, degree of loyalty and devotion towards the college in order to achieve institution goals and objectives.

#### **2.1.25. Dimension of Lecturers' Job Commitment in Colleges of Education**

The obligation of lecturers in higher institution is to impart their strategies and methods to achieve the best out of the student for their academic performance. These are: Lecturer's commitment to teaching/occupation, Lecturer's commitment to students, Lecturer's commitment to schools/institution, and Lecturer's commitment to profession.

**Lecturers' Commitment to the Institution:** This is the level at which the teacher finds satisfaction and agreement between his idiographic and the school's nomothetic expectations of him/her. This satisfaction prompts his/her devotion, and willingness to spend his time and energy for the school's success, as well as maintain membership of the school. It is the readiness of teachers to accept the goals, policies and programmes of a school. He/she will be concerned about everything going on in the school and will also be willing and ready to protect and defend the image of the school at all times. A teacher that is committed to school will always be willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward. It is the readiness of teachers to accept the goals, policies and programmes of a school. He/she will be concerned about everything going on in the school and will also be willing and ready to protect and defend the image of the school at all times. This brings about a link between the teacher and the students<sup>91</sup>.

**Lecturers' Commitment to the Student:** A teacher committed towards students is more likely to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities. A committed teacher also enjoys working with students and has a strong desire to help each student develop his full potential. He recognizes that students vary in size, colour, intelligence, background, interest and learning preferences. He is happy in helping each student progress through developmental tasks

and programmes commensurate with the student's ability, interest and also plans and designs his lessons in a way that will meet the need of each student in class. The commitment of teachers makes it easy to apply individualized instruction in the teaching of students. The willingness of promoting the school creates emotional link between teachers and the students, which ultimately inspires teachers to be dedicated to the teaching profession and establish an effective learning environment, to allow students reach their targets<sup>74</sup>.

**Lecturer's Commitment to Teaching Profession:** Commitment to the occupation can be seen as important because it enables a teacher to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school. A teacher that is committed to the profession is expected to develop the necessary skills, relationships and good instructional practices to have a successful career. A teacher committed to the teaching profession will recognize and discharge his professional responsibilities to students, colleagues, administrators, parents and the community. He also becomes an active member of local, state, and national professional association and always ready to defend the occupation when necessary. Commitment to teaching profession allows teachers to change their teaching practices to facilitate in the classroom. Committed teachers always seek for continuous professional development. It is believed that teachers who have commitment to their profession work collaboratively with other teachers to nurture the learning of the students. Commitment to teaching profession allows teachers to change their teaching practices to facilitate in the classroom<sup>51</sup>.

**Commitment to Outcomes or Objectives:** Committed teachers are likely to believe in and act upon the goals of the institution, intend to remain as member of the institution, work harder, are less inclined to leave the workplace, devote more time to relevant activities in order to accomplish the goals of the institution, influence students' achievement, and exert efforts beyond personal interest. Teachers who are committed to output will do everything within their immediate reach to help the school and the students to achieve their short and long term goals<sup>74</sup>.

Lecturers' commitment is a motivational force that inspires teachers to invest more time and energy in student achievement. This willingness of promoting student accomplishment inspires lecturers to seek ways to enhance teaching profession and establish an effective learning environment to allow students to reach their goals. Lecturer commitment is a crucial factor that impacts student achievement. Committed teachers devote themselves to their students, school and teaching profession. When lecturers are involved in developing their teaching profession, they can influence student accomplishment. If a lecturer has high level of commitment to school, to students, teaching profession and teaching and learning, it will definitely affect the commitment to goals and objectives set for the school or for students.

#### **2.1.26. Factors Influencing Lecturers Commitment to Colleges of Education.**

Factors that may influence lecturers' commitment in an institution. Here are some of the important ones:

- 1. Job Characteristic:** Organizational commitment tends to be high among the employees whose jobs are highly enriched. Since these job characteristics are present in abundance in self-employed job, he is therefore not surprised to find that the levels of organizational commitment are quite higher among self-employed people than those who are employed by organizations.
- 2. Job Rewards:** Organizational Commitment is influenced much by the type of reward that employees receive from the organization. Research studies have shown that the employee's commitment to their organization is enhanced by the use of profit sharing plan.
- 3. Availability of Alternative Job Opportunities:** Expectedly, the greater possibilities for finding alternative job, tends the employees to be less committed to the organization and vice versa.
- 4. Personal Characteristics of Employees:** It is found that the employees who have longer tenure with organization have greater organizational commitment than those with

shorter stay with the organization. The reason is not difficult to seek. It is one established fact that the longer one serves in an organization the more one is likely have invested in it.

5. **Investments Notion:** Denotes that the greater the stake one has in an organization the greater one is likely to be committed to the organization. Investments will produce commitment to the organization, regardless of other features of the person's relationship to the organization. Variables which have been studied under the investment notion are age, tenure, education, marital status, number of dependants and gender.
6. **The Exchange Notion:** States that the greater the levels to which one's expectations are met, the stronger is likely to be the one's organizational commitment. The expectations include the need for achievement and personal importance.
7. **The Value Notion:** Suggests that those with high work ethics tend to express high moral commitment. Work values and professionalism have been studied under this notion. It also shows the destination made between moral and calculative commitment.

#### 2.1.27. How Job Commitment of Workers can be Enhanced

Job commitment of workers can be enhanced through the following

- **Reciprocity Commitment:** Organizations select performing worker or employee and train them to manage affairs of organization. They offer them with special reward and benefit to work effectively and efficiently with organization. This helps to develop a kind of commitment to work for a particular period of time in organization.
- **Responsibility Commitment:** Organizations may assign special managerial tasks and responsibilities to performing workers who are not actual managers. So that employees can show their loyalty towards organization and stay more committed on the job.
- **Social Identity Commitment:** Employees can be identified with society, their jobs and organization they are working with. Employees show their experiences with their colleagues and other members of the society in which every member of society accord

respect and social values to them. This type of commitment is considered important and powerful for the organization

### **2.1.28. Workers' Commitment Phases**

Worker's commitment can be improve in different phases. These phases include;

- 1. Compliance Phase** - This phase concentrates around the employee accepting the influence of others mainly to profit from them, through remuneration or promotion on the job<sup>93</sup>. At this phase, attitudes and behaviours are recognized not because of collective principles but just to advance explicit rewards. The nature of employees' commitment in the compliance phase is related with the continuance dimension commitment, where the employee is calculative with the necessity to stay in the organization when assessing the rewards.
- 2. Identifying Phase** – This phase occurs when employees accept the influence of others in order to preserve his self-defining relationship with the organization Employees feel satisfied to be a member of the organization; the workers recognize their roles in the organization as part of their self-identity. The kind of workers' commitment here is called normative dimension. The employees stay because he or she is driven by reason of obligation and faithfulness to the organization<sup>93</sup>.
- 3. Internalizing Phase** - It is final phase in workers commitment. It occurs when the employee discovers that the standards of the organization to be fundamentally rewarding and consistent with his or her personal values. This kind of commitment is affective dimension. The employee develops the sense of belonging and passion to stay in organization. The individual values are therefore congruent with those of the group and the organization.

### **2.1.29. Factors Affecting Workers' Commitment**

The environment of work or a workplace is changing for organization to sustain and stay in competitive environment workers' commitment need to be addressed. These factors are:

1. **Available Opportunity to Get Employment Elsewhere** - Employment opportunities can affect employee's job commitment. Employees who have a robust awareness that they have a chance of getting another job easily may be less committed to the organization as they consider the available employment alternatives. On the other hand, they become more committed in a society where unemployment is very high and employees may calculate the risk of remain or leaving the organization.
2. **Marital Status** – Generally married employees always committed to their job than unmarried employees because married worker or employees have more financial responsibilities (family and others) than unmarried workers which in turn increases their commitment to stay with the organization.
3. **Structure of Organizational** – It play important role in employee commitment to organizational because elimination of bureaucratic procedures is likely to increase employee commitment and loyalty to organization. Bureaucratic structures do have adverse effect on employee's job commitment. Elimination of it is always good for organizations which in turn increase workers commitment. Management in organization can improve the level of commitment of workers with better direction and inspiration.
4. **Age of Employees** - The older workers are more committed to their work because of long stay, their investment and history may not aloe them to leave the organization. Old worker are always committed to organization than new workers because of their investment and good reputation or history with their organization.
5. **Employees Training and Development** – Employees who engaged in training and development to develop their skills and knowledge will not think of leaving the job. Training and development always increases employees' efficiency and productivity thereby making them to be more committed to organization because they do enjoy what they are doing.

6. **System of Reward** – Organization reward system such as promotion, profit sharing, salary increment, awards do increase employees' commitment levels. When organization reward their employees effort to meets its goal and objectives, it always increase their commitment to organization.
7. **Favoritism in Organization** – It happens when manager or supervisors tend to favour some workers or group of workers in term of promotion, rejection, suppression demotion, abuse, fault finding, than other even when they are good in their job in other to favour others who they find appealing to them. This happens when a manager or supervisor belongs to different tribe, race, society culture, political party, religious organization or institution from his subordinates and only those who are in the same group with him or her are favoured. The employees who are not favoured and treated unfairly are never encouraged to be committed to the organization and their productivity are very low compared to those who are favoured.

#### **2.1.30. How to Improve Workers' Commitment:**

Organisation should be honest, conscious and try to understand the present reality in particular area of dysfunctional in organization and take improvement of workers into considerations. They should recognize effect workers commitment to organization and start to change the environment for passion, loyalty, total support and cordial relationship. Management can improve workers' commitment by using the following ways:

1. **Responsibilities and Authority must be Clearly Defined** – Position of employee should have formal job description assigned to them and the reporting line should be well defined, what types of decisions they are permitted to make, and what is anticipated of them each day should be well spelled out.
2. **Supervisors and Managers should be Trained** - Managers and supervisors should be trained to acquire skills and knowledge in management and personal skills. Some

workers leave an organization due to poor relationship with their boss and other members of the organization.

3. Develop workers in Career Growth – Workers fascinated with company which set out an opportunity for them to have a positive impact on the establishment, whilst remaining to learn and develop together with the growth of the organization. From the beginning of employment, workers look to fashion a connection to their position and the organization by creating ways to adjust and advance their position. A worker will not be fulfilled except they see there is room for growth and development and that as an employer, you want to see them prosper beyond the specifications of their primary career role.

Employer needs to work in relation with their workers in order to build a career plan and set objectives for employer and employees like to achieve. Employer needs to guarantee workers role coincide with their future plan in order to ensure workers loyalty and commitment to organization.

4. Fair and Competitive Pays: Workers will be committed when offered fair and competitive salaries. Though fair and competitive pays do not guarantee worker loyalty, you can be sure that below-market pays will make workers look elsewhere for employment opportunities, knowing what other organization are paying for similar job.
5. Organized Orientation Program: Organization of orientation programmes for new workers helps them like to stay and work in organization. It helps them to familiar with their job. Orientation programme make workers feel they are part and parcel or member of the organization and this will increase their level of commitment from the inception.
6. Provide Opportunities for Learning and Development: Workers are interested in training and development will want to acquire new things and create value on their job. Offer those prospects either with inner or external training, supported by the organization. Make their professional growth a part of their assessment process, aims and objectives.

7. Appreciate your Workers: Employer needs to openly appreciate their workers for the success recorded in organization. This can go a long way to maintain and retain commitment of worker in organisation. Management should spare time appreciate their work their success. This may allow a worker who wants leave and stay committed to the organisation.
8. Regular Communication Flow: Inadequate communication in organisation can affect productivity, performance even relation among workers and the complete level of contentment within the organization. Without strong communication, workers will find it difficult to comprehend what is anticipated of them, how to respond to changes and what policies and course they should be following. Lack of strong communication can possibly decrease worker commitment and loyalty. Good communication offers an opportunity for workers to open up about any complaints they may have. Often complaints can go unsettled and can even worsen to a possibly damaging problem. Good communication within the organization is an admirable way to minimize misunderstandings from occurring and will ensure workers are contented at work.

### **2.1.31. Effects of Uncommitted Workers to an Organization**

Organization suffers huge lost when workers are not committed. If not properly managed, it can lead to an end of organization life. The effects are:

1. It Reduced the Level of Productivity

Organization who spent money to procure equipment and other materials will like to compare the money spent and output, if the output is low compare to the money spent it a bad signal for an organization. If not properly managed, it can lead to an end of organization life. When workers are not commitment it can cause huge lost to all activities of an organization. Organization productivity and profitability has a strong relationship with each other. The workers and equipment needed for production of goods and service cost huge amount of money. When these resources produces low volume of goods, services and sales for the cash paid on

them, the profit margin will also low for the organization. It means that the company may likely to be out of business if not properly managed. Management can react to this problem by freeze workers salary which may likely cause more harms than good to organization. Low productivity can bring down any organization life.

## 2. It may Lead to Labour Turnover

This is a situation in which workers in organization leave to join other organization because they are not committed. Workers who are not committed can leave the organization at any time, which resulted to high turnover. It is highly expensive for organization to lose workers because of the process needs to be taken to recruit, select and hiring new workers to replace them. High labour turnover means losing higher percentage of workers frequently compared with the number of workers employed and hired. When considering how high turnover affects an organization and mapping out ways to handle, it is a critical aspect of human resource management.

Labour turnover is expensive for any organization to manage because losing a worker may resulted to payment of compensations, fringe benefits and what management may past through in recruitment, selection and hiring and training process of new workers again. This may has negative effect on morale of the entire workers and image of the organization.

## 2. It can Lead to Organization Conflict

It can lead to internal conflict in organization. Uncommitted workers may cause conflicts in workplace. This can result to disharmony if not properly managed by organization.it can affect regular operation in organization. Workplace conflict is a state of disharmony instigated by persons working in the same environment. Regular operational goals can become more difficult to achieve as a result of conflict situation which reduces both concentration and morale of employees. Conflict can lead to stressful work atmosphere, which can distract workers and lead to increased mistakes, errors and loss which by chance can result into anarchy organization. Conflict may affect overall performance and image of an organization.

### **2.1.32. Polices of Employee Commitment**

Committed staff that has organization in mind, create friendly atmosphere within the organization, making the entire workforce enthusiastically work together in order for organization to achieve their goal and objectives. Organization management will be tasked to come out with policies and practices that can make employees become committed. Commitment is a uniting factor that can improve staff effectiveness at work which may lead to long lasting and positive organizational outcomes. Furthermore, employees' commitment polices creates positive, cooperative atmosphere and uniting workforce or staff to work together for the improvement of overall functioning of the organization. Employees can be committed to the organization, if management can implement the following practices;

**Adequate Flow of Communication** – Communication can flow in different form in organization such as verbal, nonverbal, upward, and downward. It depends on the style use in different organization. Regular and adequate information or communication is very important in every organization because it make workers to get adequate information, feedbacks and automatically increase their performance and productivities. It helps workers to understand vision, mission and goals of the organization. Effective communication always helps workers and management to understand their roles in organization. Communication is important tool for passing on information to everybody either individual or group within the organization. Inadequate information can lead to low productivity, poor service delivery, and increase cost for procurement which may result into low level workers commitment. Good Communication system helps employees to understand clearly the vision, mission and strategy of the organization.

**Adequate Compensation and Reward System** – Good compensation and rewards system received by worker for the job done can be a major source of their financial security. Employees' sees compensation and reward as benefit enjoy as a result of working in organization and it can come in different form whether in cash or kind getting from organization.

The reward and compensation received by employees from their employers for work done are major sources of their financial security. Therefore, reward and compensation play an important role in economic and social life of employees because they view compensation and reward as entitlement for being employee of the organization or as reward for a job done. Employees see compensation as their return on investment and contributions after invest in their education, training and contribute their time, energy and resource to work place for the betterments of the organization. Compensation is all forms of financial and nonfinancial, tangible services and benefits employees received from organization as part of employment relation.

**Non-economic Systems of Compensation** – It may be financial and non-financial compensation given to employees in an organization. It is seen as an instrument to take care of non-economic needs such as status, power, affiliation and further see as symbol of personal achievement. Non-Financial is instrument to satisfying non-economic needs of a worker in organization like status, power, and affiliations of desire person and further see as a symbol of personal success and achievement. Non-financial benefits is one the compensation given to workers such as study leave, pension benefits, free lunch and health insurance to motivate workers and commit them to stay with organization. When an organization has attractive, fair, policies and well-designed reward systems always motivate and committed employees.

**Conducive Environment for Working** – Conducive working environment is important to reduce low productivity or output. Adequate equipment, space, heating, lighting and ventilation are needed to both the commitment of employees. An organization with good infrastructure facilities such as executive offices, beautiful building and attractive environment will improve their morale, motivate commit them to contribute to the organization. Employees' need adequate equipment, space, heating, lighting and ventilation. Restrooms and lockers need to be clean, secure, and well maintained. A good working environment and interaction among employees and management in their work lives is a function of long term commitment. Support

from superiors and quality workplace environment, together with cooperation among workers and mutual respect always make workers committed to organization.

**Regular Training and Development Programmes** – It helps lecturers to acquire skills and knowledge to confront classroom problems. It helps to provides on-the-job experiences for lecturers to discharge their duties or responsibilities well in schools. It is very important for organization to spent resources and money to train and develop lecturers in order to make them committed and for organization to achieve their goals. Training programs can come in different ways such as classroom lectures, problem-solving, case analysis and interactive role-plays in schools. Training provides on-the-job experiences and information can helps teachers to be qualified in their current jobs or task. Spending time and resource on teacher or workers training and development as part of the organization fulfillment to workers could go long way to make worker committed to the organization.

**Satisfaction with Job** - It is a situation in which worker derive satisfaction or enjoyment from the job his doing. It is the ability of workers to feel that their job provide them with what they needs. Job satisfaction is positive emotional state which results from the appraisal of one's job or job experience.

**Achievement in Relation with Organisation** - This can be achieved through better relationship between worker and organization this relationship often increases workers commitment. Employees, who have high needs for achievement, attempt to satisfy these needs through their relationship with organization and always become committed. Age is one factor that determines employees' commitment to an organization. The young employees can move from one organization to another easily. The number of years an employee have worked with organization will determines his or her commitment level. Organization use to like long serving employees who is going on retirement in the organization than employees with short serving experience because their commitment can be guaranteed.

**Higher Qualification Necessary for Work** – This is a skill required to discharge or perform a task from a person or worker. Commitment is increases when an organization sponsored a worker to acquire higher qualification. Performance is a function of higher qualification acquired to perform creditable task in organization. Qualification is capacity to acquire knowledge or skills required by worker to perform a particular job and make him/her eligible or qualify for the job or position. When worker attain high level of education sponsored by the organization motivate them even enhanced their commitment to that organization. Performance is a function of the educational level acquired by individual employee to increase their skills and knowledge in order to perform creditable.

### **2.1.33. Factors that can Influence an Employee’s Job Commitment and Feeling:**

- Quality of immediate, middle and top leadership;
- Clarity in vision, mission and strategies of a firm;
- People’s trust in established systems and structures;
- Conducive and participatory work atmosphere;
- Good compensation package;
- Performance based promotions;
- Efficient communication systems;
- Good training and development facilities;
- A sense of involvement inviting the suggestions to improve the efficiency levels; and
- A good employee appraisal system. Employers

Employees feel encouraged and motivated when they perceived that their contributions are valued and their organization cares about their material, emotional and intellectual needs. They will be committed to their work if the organizational leadership creates more trust in the working climate. Trust works wonders for people at all levels and empowers them to do

extraordinary things. It also helps them to release their blocked energies, intellects, capacities and creativities.

The levels of an employee's commitment have a direct bearing on the sustainability and profitability of any business firm. Pay and perks is just one dimension of the work place. The leadership must ensure that their employees are treated with kindness and fairness.

Organization is an important source of socio-emotional resources for employees in the areas of mutual respect, caring and tangible benefits like payment of wages and medical benefits. Positive valuation by the organization can provides an indication that could increases effort noted to be rewarded. Therefore, employees will take an active interest as regards their employer opinion.

Employee with high commitment to their job, consider their job as important, they feel good about themselves, and this is in relation to how they will perform in their job. Employees, who consider their job as important to their life, feel good about themselves and display high level of commitment to their jobs.

Dependable and caring leader creates an atmosphere for workers to perform well on their assigned duties or position occupied in organization. Leader motivates or influence workers to perform their job. Higher achievers are always groomed with good working environment and motivational leadership Leader with the following qualities - dependable, reliable, predictable, empathetic, courageous and full of character and integrity – enhance sincere commitment from employees.

Employers need to understand commitment level of workers in organization. The level of commitment is not always uniform among the workers all the time. There would be some time when some employees feel down which may affect their productivity which is natural. Workers can make trivial mistakes, but the leadership has to be considerate with them if they are honest in acknowledgement and ready to mend it.

## **2.2. Theoretical Framework**

This study was based on three theories, Human Capital Theory, Social Cognitive Theory and Social Exchange Theory.

### **2.2.1. Human Capital Development Theory**

This study is based on the human capital development theory. The origin of Human Capital was dated back to emergence of classical economics in (1776) and later developed to scientific theory. The notion of investing in human capital was first developed, in the Wealth of Nations that individual working with different levels of education and training reflected differences in the returns necessary to defray from the costs of acquiring those skills<sup>94</sup>. Human capital theory rests on the assumption that formal education is highly instrumental and necessary towards improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. Human capital theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human capital beings. Human capital can be viewed as knowledge, skills, and practices that allow human beings to create income and other useful benefits for themselves, their employer, and society as a whole (above initial investment and operating expenses) <sup>95</sup>. The human being is viewed as an asset that creates economic utility exceeding the expenses needed to develop and maintain it<sup>96</sup>.

Human capital refers to knowledge obtained through education and training which can be useful across all fronts. On the other hand, specific, more so, specific skills and knowledge acquired through training and education that are required to function effectively in a particular firm<sup>97</sup>. They improve health, raise earnings or add to a person's appreciation literature over a life time. Many researchers have presented that accumulation of one's human capital on education and training investment largely affects the growth of an individual's wage, firms' productivity and national economy. Since education is an instrument of change, it imparts knowledge, develops skills and inculcates right attitudes to the recipients. Furthermore, it is the

skills, knowledge, experience, attributes and experience which graduates possess makes them valuable to the employers of an organisation. The concept of human capital is assumed to consist of an individual's skills, knowledge, capabilities and experience as well as the ability to improve these through individual learning.

The concept of human capital is semantically the mixture of human and capital. In the economic perspective, the capital refers to factors of production used to create goods or services that are not themselves significantly consumed in the production process. Along with the meaning of capital, the human is the subject to take charge of all economic activities such as production, consumption, and transaction. To establish these concepts, Human capital can be seen a set of knowledge, abilities, motivations that are the source of future income and enjoyment<sup>98</sup>. Human development is a continuous process of qualitative and quantitative changes that lead to an increase in the level of education, culture of man, his mental and spiritual maturity<sup>99</sup>.

The theory argues that formal education determines a person's earning power. It further explained that the competences, skills, knowledge and abilities of the workforce contributed to organisations competitive advantage. It focuses attention on human resource development, reward strategies and practices. They believe that education is an investment because it has private and social benefits. It is a process of acquiring requisite knowledge, skills and experiences are applied to produce economic value required for sustainable growth<sup>90</sup>. Human capital could therefore be described as the abilities and skills attained by the working age which are possessed in the cause of production to achieve economic growth<sup>100</sup>.

The theory further explained that formal education and orientation determines a person's earning power in life. Education is an investment per excellence; it could be potentially bequeath private and social benefits to individual. Human capital theorists believe that earning power and education and are interrelated, which means, the more education one has, the more one can earn, and education provides skills, knowledge and abilities can be transferred into the

work in terms of productivity. It is an investment in formal and informal education and training that improves productivity by providing knowledge, skills and attitudes, on the one hand, and the necessary motivation for economic and social development, on the other hand<sup>101</sup>.

Human capital is a physical means of production. An organization invests in human capital via education, training, and health. The component of human capital consisted of abilities, knowledge, skill, personal talent, behaviour, and effort, when those three components plus time, he explained further that (a) the knowledge included IQ, intelligence, specific and general knowledge to work. (b) Skill is expertise used in working, including the physical body, and movement of the job. (c) Talent is a personal characteristic which is innate and can be improved by development. (d) Behaviour is an expression and observable behaviour, norm, ethics and personal belief. (e) Effort is when people try to use their innate or personal resources including their talent, experience, knowledge and ability to work to be successful, and finally there is time<sup>102</sup>. The value of human capital theory is widely accepted in order to increase organizational performance, so an organization relies on employees' skill, knowledge, ability as a key concept of value creation.

Human capital refers as human resource. It comes in two different dimensions, first is the financial, physical capital which is called the tangible assets. The second is the intellectual capital which is referred to as the intangible assets. Managing people is the same thing as managing other physical assets. It creates organizations' value through the intangible assets or the tangible assets. Human capital theory deals with the economic behaviour of people, especially on how to accumulate knowledge and skills that enable them to increase productivity and earnings, the responsibility of human resources is to contribute to increase the well-being of the society in which they live. It is a set of skills and accumulated experience that have the effect of making employees more productive in organisation<sup>101</sup>.

Human capital explains how education is able to provide for the better working environment, it emphasizes on investing in education for better productivity of individuals. The

human capital theory which is investing in education for greater good of an organisation, with a good investment, employees will gain more skills and return the benefits to the organization by providing a better service which could bring up the organisation. An organisation which is well-managed will gain more profit in return, profitable organisation will also benefit the employees in term of increasing salaries or gain incentives. Both the parties are said to able to gain benefits based on this human capital theory. An individual, the human capital provides educational benefits and skills attainment at the same time, which are both beneficial<sup>103</sup>.

The human capital theory is important as the world is changing rapidly, advancement in technology demands more skills and a key element in improving a firm assets and employees in order to increase productive as well as sustain competitive advantage, human capital theory is a significant contributor to economics growth<sup>104</sup>. This means new skills are required in order to be well-developed industry in this competitive world, which can be enhance with aids of various organisation<sup>104,105</sup>.

Human capital theory can be described as intellectual virtues in education industry to consist of four keys attributes such as flexibility and adaptability in the work environment, enhancement of individual competencies through hard work, the development of organizational competencies in achieving the desired goals of organization and individual trainings and retraining to make themselves versatile and efficient in all aspect of production. They also maintained that these attributes in turn generate and add values to individual and organizational outcomes. Hence, the economic prosperity and functioning of any organization depends on its physical and human capital stocks. Education and training raises the productivity of human capital through knowledge and skills acquisition will increase future income and lifetime earnings of the employees in any organisation. The theory according to their results leads to an increase in economic development which can be achieved and retained through education and productivity of workforce. Thus, the relationship between human capital and labour productivity has often been described as the major factor through which the amount of knowledge and skills

acquired by each teacher can be applied in their work environment to enhance high productivity<sup>106</sup>.

Human capital can be viewed as a tool for competitive advantage as it involves the process of training, knowledge and skill acquisition, initiatives geared towards betterment and improvement. Furthermore, it is supposed to be a process of incremental acquisition of capacities<sup>98</sup>. Human resource development can be enhanced through education, training and development to improve the knowledge, skills and the attitudes of individuals and groups in an organization. It also involves factors such as personal dignity and status, group dynamics and team work.

Human capital can be described as collection of resources comprising knowledge, talents, skills, abilities, experience, training and wisdom possessed individually and collectively by individuals in the production processes. It is also the set of skills and abilities which an employee employs in the organization to get work done. The attention on human capital is mainly focused on two main attributes which include individuals and organizations. The individuals are expected to be committed and show great concern on the job environment by putting more effort to make sure that all the traits and talents are exhibited to achieving high level of productivity, while the organization on other hand is expected to motivate the workers through enhance earnings, job security, and other incentives that can lead to high productivity in the organization<sup>106</sup>.

Human capital development refers to processes that relate to training, education, coaching, mentoring, modelling and other professional and social enhancement programmes meant to create and/or increase the employees' levels of professional skills, abilities, knowledge, values, socialization which lead to employees' capabilities and competences for organizational survival and sustainability. The knowledge, skills, competences, attributes, values, abilities and other positive factors embodied in employees which create professional personal, social and economic wellbeing. These must be developed for renewal, retention and readiness for use as

the work demands. The organization also has to leverage the skills and capabilities of its employees by encouraging individuals and organizational learning; and creating a supportive environment where knowledge can be created, shared and applied. For an organization to survive in this competitive business world, it must train, develop and educate its workforce<sup>107</sup>.

Human capital theorists argue the necessity of a closer relationship between schooling and work on the assumption that the knowledge and skills gained at school will be directly and indirectly useful in the workplace. They believe that the rapid technological changes occurring in the economy require a more highly trained and skilled population.

Human capital development programmes is not only to achieve business goals but most importantly for long term survival and sustainability. The accomplishment of this is tied to the organization's investment of resource to ensure that employees have the knowledge, skills and competences they need to work effectively in a rapidly changing and complex working environment<sup>108</sup>.

One of the biggest problems facing higher institutions in developing countries is that of obtaining, retaining and maintaining staff job performance<sup>109</sup>. Furthermore, there are also continuous complaints on the quality of staff (lecturers) and ineffectiveness in their job performance in colleges of education in Nigeria with huge investment and resources committed in human capital by management of colleges of education and government through Tertiary Education Trust Fund (TETFund) and National Commission for Colleges of Education (NCCE) and United Nations Educational Scientific Organisation (UNESCO) interventions<sup>110</sup>.

There are a lot of benefits in human capital development. Those benefits are job opportunities, commitment, self-efficacy, efficiency or confidence and improvement in the health of the nation, contribution to natural growth and development. Investment in human capital will help to retain and maintain lecturers' job performance in colleges of education. Lecturers who are the major resources in colleges of education through provision of

professional development programmes, improvement in their self-efficacy and job commitment will improve their job performance.

Lecturers who are major resource in colleges of education through provision of professional development programmes, improvement in their self-efficacy and job commitment will improve their job performance.

Human capital theory (HCT) rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity, job performance, self-efficacy and job commitment of any population and educated population is a productive population.

Human capital development theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings.

The provision of formal education is seen as an investment and development in human capital, which the proponents of the theory have considered as equally or even more worthwhile than that of physical capital

Human capital development theories have several implications on educational development because the human capital development theory and educational systems work beautifully for the development of individuals and nations, especially the developing nations. However, there are factors such as instability in policies and expenditures in education. The human capital development theory emphasizes the need for policy makers and industrialists to allocate significant resources to the expansion of educational systems.

Human Capital Development is therefore seen as the stock of economically productive human capabilities that can be formed by combining innate ability with that of investment in human beings; such as expenditure on education, on-the-job training, health and nutrition, which increases future productive capacity at the expense of current expenditure. The provision made for education is a productive investment in human capital which is an investment

considered to be equal or more equally worthwhile than the investment in physical capital. Therefore, basic literacy enhances the productivity of low-skilled workers.

This theory is relevant to this study because of the following importance, organise learning experiences for lecturers will enhance performance and personal growth.

Investment in lecturers' professional development offers the organization a competitive advantage which equipped them with skills that can make them adapt to organization.

It will help lecturers to be fully engaged and contribute to institution goals and objectives

It increases lecturers' knowledge, enhances skills, productivity and stimulates resourcefulness of individuals.

It helps to develop, draw and deploy talent from elsewhere as a result of professional development programmes such as conferences, seminars, workshops and so on organise and attended by lecturers in colleges.

It helps lecturers to acquire knowledge and skill required to move to higher position or level within or outside the organization.

However, colleges of education in an effort to invest on lecturers will help to improve self-efficacy; job commitment, morale, employee empowerment achieved greater advantage. Outcomes remain important whether lecturers' development is formal or informal.

Lecturer re-training is used as a market signal to indicate the potential productivity of lecturers. Management of Colleges of Education used educational qualifications such as degrees acquired to select lecturers for professional development programmes because better-educated lecturers can be trained for specific jobs. Education enhances an individual lecturer's ability to successfully deal with the imbalance in the changing economic conditions. For instance, newly recruited lecturers, ill-equipped and outdated professional or non-professional lecturers, poorly deployed lecturers or lecturers that have low productivity or performance and low quality rate can now deal with the imbalance in changing economic conditions when they are exposed to

different kinds of professional development programmes, and training such as on the job training, off-the-job, simulation and information presentation techniques and training in professional institutions. When lecturers are exposed to training, seminars, conferences, workshops etc. they acquire new knowledge and skill which will give them the ability to perceive a given imbalance, analysis information and relocate resources to act, this will promote and improve self-efficacy, commitment, job performance and accelerate career development.

### **2.2.2. Social Cognitive Theory and Self-efficacy**

The theory started as the Social Learning Theory (SLT) in the 1960s by Alber Bandura. It developed into the Social Cognitive Theory in 1986. The theory was based on learning and how it affected by behavioral, cognitive and environmental factors. It emphasized virtually on all learning phenomena that occur through observing other people's behavior and consequence of it. People with high self-efficacy - that is, those who believe they can perform well are more likely to view difficult tasks as something to be mastered rather than something to be avoided. The human cognitive self-efficacy beliefs always influence people's choices, their goals, the amount of effort they apply to a particular task, how long they persevere at a task in the face of failure or difficulty, the degree to which they are vulnerable to depression. Social cognition constructs refers to person's ability to perform specific tasks, assigned to him or her which in turn influence personal goal and job accomplishment<sup>17</sup>.

#### ***Social Cognitive Theory is based on six Constructs:***

- Reciprocal determinisms - the dynamic interaction of person and behavior
- Behavioral capability- the individual's actual ability to perform the appropriate behavior
- Observation learning- learning a new skill or piece of knowledge by observing others (and potentially modeling them a well)
- Reinforcements - the external responses to the individual's behaviour that either encourage or discourage the behaviour.

- Expectation- the anticipated consequences of behaviour
- Self-efficacy - the person's confidence in him/her ability to perform a behaviour<sup>111</sup>.

The relevance of this theory to the study is as follows:

1. it influence performance of workers and improve personal well-being of workers.
2. it helps to approach difficult task in the field as challenges to be mastered rather than as dangers to be avoided
3. it helps lecturers to be more committed to organization goals and objectives.
4. it helps lecturers to put more effort on solving problem easily.
5. It allow lecturers to set challenging goals and maintain their strong commitment to institution they are working with.
6. also increases lecturer's confidence to face problem and provides solution when necessary.
7. it helps lectures to recovered easily when face with challenges.
8. it helps lecturers to face challenges in school and even provide solutions to some problems.

### **2.2.3. Social Exchange Theory (SET)**

The Social Exchange Theory was propounded and developed by George Homans – a sociologist in 1958. The theory is trying to explain why people choose to work in an organization. It creates interaction between parties seeking reciprocal interdependence, obligations to be fulfilled. It explains the relationship between parties over time that bring trust, loyalty and mutual commitment as long as parties abide with certain rules of exchange. Social exchange theory explained the relationships which are based on trust that gestures the goodwill be reciprocated. Human relations are formed based on subjective cost-benefit analysis, so that people tend to repeat actions rewarded in the past, and the more often a particular behaviour has been rewarded, the more likely its recurrence<sup>112</sup>.

The social exchange theory is a perfect framework for understanding the relationships between organizations and its employees. It can explain the organizational commitment and loyalty behaviors as well as the motives why employees engage in committed behavior in the absence of any personal gain expectations or any law-based enforcement<sup>113</sup>. Positive actions that hold benefits for the employees from the organization create conditions for the employees to reciprocate positively.

The social exchange theory presumed that all entities in the environment are part of a defined social structure. When one individual or entity makes an effort for another, a contract of social exchange takes shape. In order to settle this exchange, the receiving entity, party or individual has to reciprocate activities based on the same level<sup>114</sup>. The most valued asset of an organization is its employees and they need proper support system from the organization so that they can flourish and develop their skills to the maximal degree<sup>115</sup>.

The relevance of this theory to the study is as follows;

1. it allows lecturers to discharge their obligation and responsibilities when discovered that college care for their well-being
2. it makes lecturers to contribute to college growth that generates equivalent returns for them.
3. it helps lecturers to improve on research output when discovered that college will sponsor them in publishing high rank journals, paying for publication charges, providing avenue to download and access articles in closed-access journals.
4. it helps to bring out trust, mutual commitment as a result of relationship between lecturers and school or institution they are working with.
5. it allows mutual interaction between lecturer and school management in order to fulfill their obligation.
6. it provides avenue for lecturers to abide with rules of exchange in their colleges of education.

## **2.3. Review of Empirical Studies**

### **2.3.1. Professional Development Programmes and Lecturers' Job Performance**

A study conducted on the influence of lecturers' professional development on their job effectiveness in Federal government owned universities in South-South Geo-Political Zone of Nigeria was carried out. The study employed survey research design with a sample of 180 (45 lecturers and 135 students) selected from the six Federal Universities in South-South Geo-Political Zone of Nigeria using stratified random sampling technique. Two research instruments titled "Lecturers' professional Development Questionnaire (LPDQ)" and "Job Effectiveness Questionnaire (JEQ)" constructed by the researchers and validated by experts were used for data collection. All hypotheses were analysed using Independent t- test statistics. The finding revealed that lecturers' professional development in terms of retraining, research publication and ICT utilization significantly influenced their job effectiveness in terms of instructional delivery, communication skills and students' evaluation. It was recommended among others that university management should give attention to lecturers' professional development<sup>24</sup>.

A study carried out on professional development programmes as correlates of instructors' task performance in police training colleges in Southern Nigeria, employed a correlational research design with a sample size of 340 instructors selected from a population of 378 instructors. Two instruments titled "Professional Development Programme Scale" (PDPS) and "Task Performance Scale"  $r = 0.89$  and  $0.88$  for PDPS and TPS respectively were used. The data collected was analysed using t-test and ANOVA. The findings revealed that seminar, workshop, and conference significantly predict task performance of instructors in police training colleges in Southern Nigeria. It recommended that promotion of instructors should be tied on the number of professional development programmes attended<sup>116</sup>.

Another study on lecturers' professional development and academic performance of students in Federal University, Oye-Ekiti, Ekiti State, Nigeria was carried out, that employed descriptive research design and purposive sampling technique was used to select respondents

for the study. The findings revealed that there is significant relationship between Lecturers' professional development and academic performance of students in Federal University of Oye-Ekiti. Also, the finding revealed that Lecturers professional development programmes affect academic performance of students in Federal University of Oye-Ekiti. The finding also revealed that lecturers' professional development helps to improved teaching quality in Federal University of Oye-Ekiti. The findings also revealed that there is different form of professional development programme available for lecturers such as in-service training programme, workshop conference, seminar conference, computer training programme and video training programme. The study identified constraint of lecturers' professional development in Federal University of Oye-Ekiti such as non-encouragement by State and Federal government, non-challant attitude from administrator, inadequate facilities and equipment, insufficient fund and poor management of school environment<sup>28</sup>.

A study conducted on staff development programmes on staff job performance in Colleges of Education in North Eastern Nigeria was carried out that employed a survey research design where the populations of the study were 9,847 academic and non-academic staff of Federal and State Colleges of Education. 384 staff was sampled for the study using Taro Yamen's formula for sample size determination. A self-structured questionnaire titled Staff Development Programmes and Staff Job Performance Questionnaire (SDPSJPQ) was used for data collection. The data collected was analysis using descriptive (mean and standard deviation) and, chi-square analysis. The finding revealed that orientation and mentoring variables of staff development have a significant influence on the job performance of staff in Colleges of Education in North Eastern Nigeria. It recommended that: Government should provide adequate measures to ensure staff of colleges of education is given proper orientation services so as to improve their performance at all times<sup>25</sup>.

A study conducted on influence of Teacher's Professional Development Practices on their Job Performance in Nyamagana District, Mwanza Region was carried out that employed

convergent parallel design under the mixed methods approach to help collect and analyze both quantitative and qualitative data strands. Stratified random sampling and simple random sampling techniques were used to sample public secondary schools and teachers while purposive sampling techniques were used to sample heads of schools and the District Education Officer. Data was collected through the use of questionnaires and in-depth interview guides. The quantitative data was analyzed with the aid of Statistical Package for Social Sciences (SPSS) while qualitative data were analyzed through thematic analysis of the specific objectives. The findings revealed that training the workforce (teachers) has the most impact on different dimensions like; improvement of teaching strategies, reduces teachers' burnout, stress and turnover, improves teachers' effectiveness and improves overall teacher's personnel. Henceforth, regular performance appraisals in schools enable teachers to improve themselves in classroom management, simplifies supervision, evaluation and assessment process, improves proper communication and it also ensures teachers' discipline at work. It recommended that the ministry of education, science and technology, education stakeholders in conjunction with school administrators (district educational officer and heads of schools) to regularly organize and facilitate formative in-service training for teachers to enhance their job performance<sup>41</sup>.

A study on teachers' continuing professional development on universal basic education in Bayelsa State, Nigeria was carried out that employed descriptive survey research design with a sample of 500 teachers randomly selected from twenty (20) Basic Junior Secondary Schools and Primary Schools for the study. The instrument titled "Correlate of Teachers Continuing Professional Development Questionnaire (CCPDO) ( $r=.67$ ) was used for data collection and four research questions were raised for study. Data collected were analysed using frequency distribution and percentages. Findings revealed that the level of teacher preparation for the universal basic education was relatively low. Finding also revealed that teachers were not adequately prepared for the universal basic education scheme. It concluded that Bayelsa State has not been fully prepared for the sustenance of universal basic education. It recommended that

the state government should recruit more qualified teachers into the primary and junior secondary schools in the state. Also, teachers should be given equal opportunity to attend regular seminars, workshops and in-service training to enable them to acquire more skills and competence in their job performance<sup>32</sup>.

A study conducted on impact of a professional development programmes on EFL teachers' performance was carried out to improve teaching practice and self-reflection of English as a foreign language teacher in Manizales (Colombia) by means of a professional development program. It employed surveys class observations and documentary analysis that allowed the researchers to identify teachers' professional needs, as well as the areas that needed improvement. During the action stage, class observations, informal chats, and a survey were used to reveal the impact of the professional development program. Findings revealed that program initiated some slight changes in teachers' performance and reflection it still left space for more training and improvement<sup>33</sup>.

There was a study on teachers' participation in professional development programme and its impediments for quality instructional delivery in secondary schools in Rivers State that employed descriptive research design. The population of the study was five thousand two hundred and sixteen (5,216), respondents comprising principals and teachers in Secondary Schools in Rivers East Senatorial Zone, with a sample size of 298 (256 teachers and 42 principals) from 42 secondary schools. Teachers' Participation in Professional Development Programme and its Impediments for Quality Instructional Delivery Questionnaire (TPPDPIQIDQ), 0.71 was used for data collection. Data collected were analyzed using mean statistics using z-test statistics at 0.05 level of significance. Finding revealed that teachers' professional development is very relevant and indispensable in the actualization of quality instruction in secondary schools in Rivers State. Also, finding revealed that teachers' professional development has been proven to constantly enhance teachers' development and teaching practices. It recommended that teachers should be encouraged by principals through

nominations to participate in workshops for quality instructional delivery in our schools. Also, state government should increase the frequency of training programmes such as workshop, seminars, and conferences. Training allowance should be approved for teachers to enhance their participation in development programmes<sup>117</sup>.

A study on effects of professional development on the quality of teaching was carried out and the results from a randomised controlled trial of Quality Teaching Rounds, the effectiveness of professional development for teachers were limited. The study tested a pedagogy-based, collaborative professional development approach for impact on the quality of teaching. A cluster randomised controlled trial involving eight teachers at each of 24 schools found significant positive effects on teaching quality ( $d \approx 0.4$ ), independent of school type (primary/secondary), school location (urban/rural), and years of teaching experience. These effects were sustained six months later. Qualitative data are used to illustrate mechanisms underpinning the success of the intervention. This study illuminates how to support teacher learning for measurable positive impacts on teaching quality and teacher morale<sup>118</sup>

A study conducted on effects of a professional development program for teaching mathematics with technology on teachers' beliefs, self-efficacy and practices was carried out. The quantitative study investigated the efficacy of a half-year professional development program for teaching mathematics with technology, using the methodology of a quasi-experimental design, in Germany. It captured (i) teachers' beliefs about teaching with technology, (ii) self-efficacy beliefs related to teaching with technology, (iii) epistemological beliefs and (iv) self-reported frequency of technology uptake with quantitative questionnaires in pre- and post-tests. The experimental group ( $n = 39$ ) participating in the professional development program consisted of mostly novices in using technology for teaching mathematics. Propensity score matching was used to match this group with a control group of teachers ( $n = 38$ ) who did not participate in the professional development program. The finding revealed the strongest impact of the professional development program on teacher's technology-related

beliefs. The finding also revealed that there is no significant effect of the professional development program on self-efficacy beliefs and epistemological beliefs. It recommended that professional development programs designing should related to teaching with technology<sup>119</sup>.

There was a study conducted on sustainable professional development, an investigation of informal interactions among Chinese Mathematics Teachers. Three dimensions of their interactions were identified through an analysis of semi-structured interviews. The finding revealed how teachers initiate informal interactions based on shared goals, how they meet expectations of the dual roles of teaching and educational research. Finding also revealed that there is a significant effect of informal interactions on their teaching practices. The results contributed to a better understanding of the process of informal interactions from individual teacher perspectives. It recommended further implications for enhancing sustainable professional teacher development with daily practices<sup>35</sup>.

### **2.3.2. Self-efficacy and Lecturers' Job Performance**

A study on job satisfaction and self-efficacy of library personnel as determinants of their job performance was carried out that employed descriptive survey research design. One hundred and twelve 112 library personnel was using as sample population to answer the questionnaire. The data collected was analysed using (mean, standard mean and t-test) descriptive statistics. Four research questions were raised for the study. The findings revealed that the levels of job performance, job satisfaction and self-efficacy of library personnel in universities in South-west Nigeria were high. Finding also revealed that Job satisfaction has the highest relative contribution to the job performance of library personnel. It recommended that good working condition should be in place to sustain the high level of job motivation and job satisfaction among the library personnel in universities and other higher institutions of learning in Nigeria<sup>61</sup>.

A study conducted on correlation between professional development of the teaching staff in schools using training courses and teacher self-efficacy in Pisgah Centers in Israel was carried out and one hundred and forty-four 144 questionnaires were given to teachers in training

courses in the Pisgah Centers (Development of Teaching Staff Centers). The questionnaires were to examine the length of the training, the teacher's self-efficacy, and their standpoint regarding the professional development program. Finding revealed that there is positive correlation between most of the teacher's standpoints and most of their feelings of self-efficacy. Findings also revealed that the standpoint of the teachers on effective teaching methods of the organization predicted the feeling of self-efficacy in the relationships, objective, and organizational factors. More so, finding revealed that the teacher's standpoint on environment predicted the feeling of self-efficacy in the objective factor. Also, findings revealed that the teacher's standpoint on ICT predicted the feeling of self-efficacy in both the objective and relationship factors. Findings revealed that there is correlation between the length of the training course and the feeling of self-efficacy amongst the teachers in both objective and organizational factors<sup>120</sup>.

There was a study conducted on the impacts of teacher efficacy and motivation on students' academic achievement in science education in secondary and high schools located in Iran and Russia using motivation for academic performance scale ( $\alpha = 0.89$ ) and teacher self-efficacy scale ( $\alpha = 0.91$ ) as measuring instruments and achievement test in science education. Two hypotheses were tested using the statistical programme. For evaluating the demographical differences of the students in terms of their academic achievement, comparative analyses were performed using t-test. Result of findings indicated significant impact of teacher self-efficacy and motivation on academic achievement in science education.<sup>121</sup>

In a study carried out on impact of teacher self-efficacy on secondary school students' academic achievement, a sample of sixty (60) secondary school teachers and one hundred (100) secondary school students in Chiltan Town of Quetta city were used. Teacher self-efficacy questionnaire and students' academic achievement test was used for teachers and students respectively. Data were analyzed using Pearson Correlation and Multiple Regressions. The

findings revealed that the teacher self-efficacy has a positive impact on the students' academic achievement.<sup>60</sup>

A study on teachers' self-efficacy beliefs and their job satisfaction was carried out. A sample of 489 elementary, middle and high school teachers in the district of Beyoğlu, İstanbul were used. 295 (61%) of the participants were female and 194 (39%) were male. The average age of the participants was 34. Their teaching experience varied between 1-29 years. The finding revealed a significant positive relationship between teacher self-efficacy and job satisfaction. The finding also revealed that teacher self-efficacy was found to be a significant predictor of job satisfaction<sup>54</sup>

The study conducted on pre-service teachers' self-efficacy, attitude and academic performance with regards to undergraduate research modules was carried out. 90 per cent of final year education students (n = 128) at private higher education of learning (HELs), emphasise their dislike for research. They also express their struggle in understanding research modules and how the research modules in their training relate to the teaching profession. This concurrent mixed-method study uses both qualitative and quantitative research to help explain the findings regarding pre-service teachers' apprehensions and challenges relating to research modules. The study also determines pre-service teachers' self-efficacy and attitude by administering a survey before the commencement of the research methodology module and qualitative questionnaire upon completion of the research module. By determining pre-service teachers' self-efficacy and attitude, the effectiveness of the research modules is also determined. The relationship between pre-service teachers' self-efficacy, attitude and research module performance as an aspect of the B.Ed. Foundation Phase education curriculum is established. The generic nature of research methodology modules within the B.Ed. curriculum allows this case study's findings to be useful to any other discipline's research methodology modules at other HEIs. This study adds to the advancement of institutional research across HEIs and motivates interdisciplinary collaboration across South Africa<sup>65</sup>.

In a study conducted on the relationship between teachers' self-efficacy, role of personal values and motivations for teaching was carried out to analyse the extent to which these relations are moderated by teachers' controlled and autonomous motivations for teaching. Two hundred and twenty-seven Italian high school teachers (73.6% females; Mean = 44.77 years, SD = 10.56) were involved and asked to complete a self-report questionnaire. Finding revealed that teachers' conservation values were positively associated to sense of self-efficacy regardless of the type and level of motivation for teaching. Finding also revealed that the relationships between openness to change and self-efficacy on the one hand and self-transcendence and self-efficacy on the other, varied depending on teachers' motivations. These relations were stronger when teachers perceived less external pressure and felt to be self-determined toward teaching. It recommended that the results had implications on teachers' practices and well-being in their working environment<sup>122</sup>.

A study on teachers' self-efficacy and performance in teaching literature in teachers' self-efficacy and performance in teaching literature in the interest-based classes at senior high school was carried out to investigate teachers' self-efficacy in two Senior High Schools (SMAN 1 and SMAN 2) in Kendari, and proved its importance in the interest-based classes at senior high schools in Kendari. Findings revealed that two major methods employed in the research study: (1) interviews conducted in the form of an open interview with 5 teachers; and (2) observation was focused on teachers teaching materials, classroom management, as well as the enthusiasm of the teacher during the learning process takes place. Finding revealed that teachers have high confidence in their ability to teach literature because they ascribe high value to their performance. Also finding revealed that the self-efficacy of teachers did not have an impact when applied in practice and in the classroom observation, these elements generally did not show up. It also revealed that the dependence of teachers on textbooks is not accompanied by an increase in the ability of teachers to ask questions from the students during the learning process. More so it revealed that high self-efficacy of teachers does not produce higher learning

achievement. It recommended that goal can be achieved by giving more opportunities and experiences for teachers to improve the quality of learning<sup>70</sup>.

A study on the role of self-efficacy in the relationship of training and employee performance was carried out that highlighted the significance of incorporating self-efficacy cues into training and its impact on perceived employee performance. It examined the mediating role of self-efficacy beliefs of individuals in the relationship between training and employee performance. The population comprises of permanent employees of the banking sector of Pakistan. The sample of 384 individuals has been taken for the study. Mediation analysis is performed by using a regression analysis method. Finding revealed that proposed relationship with partial mediation. Findings also revealed that role of self-efficacy enhance employees' performance through training and development<sup>123</sup>.

A study conducted on self-efficacy, job satisfaction and teacher well-being in the k-12 educational system was carried out to examine the relationship between teacher job satisfaction and four main categories of determinants: self-efficacy, relational aspects (colleague collaboration, student behavior, school management), work-related aspects (administrative workload, teaching tasks), and working conditions, in order to identify various implications for teachers' well-being. It employed a survey delivered to 658 K-12 (pre-university) teachers, from the North-West region of Romania. Factorial analysis and structural equation model were used to analysis hypotheses. Finding revealed that self-efficacy, promotion, positive student behavior, and working conditions have significant effects on job satisfaction. Finding also revealed that factors influence job satisfaction and well-being in the teaching profession because they ensure a positive work environment in which teachers and students thrive, thus leading to higher levels of involvement from teachers, students, and parents alike. Finding revealed that efficient work environment decreases attrition, burnout, emotional exhaustion, and teacher turnover, while increasing job satisfaction, well-being, and teacher retention<sup>124</sup>.

A study on teaching approaches, academic culture, and self-efficacy beliefs of instructors at a Palestinian university was carried out. A sample of 119 teaching staff through an online, self-reported questionnaire and qualitative data consisted of four focus group interviews with 18 teaching staff were used. Finding revealed that teaching staff reported high self-efficacy beliefs. Also finding revealed that teacher-centered approach was slightly more dominant than the student-centered approach. It recommended that universities should primarily educate ethically conscious people with social and religious mission of teaching who would serve their communities and society. The academic culture encompassed many features of contrived collegiality in which collaboration relies mainly on formal practices and is based less on informal, voluntary collaboration among teachers<sup>125</sup>.

A study on the relationship between leadership self efficacy and managerial job performance in the Nigerian commercial banks was carried out. Data was collected among the branch managers of the banks. A total of four hundred and thirteen (413) respondents were used for analysis. SPSS software for windows version 16 was used to conduct a factor analysis, reliability test and the correlations analysis. Finding revealed that leadership self efficacy is related to managerial job performance<sup>126</sup>.

A study conducted on self- efficacy and self- knowledge as predictors of workers' job performance in food and beverage industries in South-West Nigeria was out that employed descriptive survey design. Proportionate random sampling techniques were used in selecting 1,820 junior and supervisory cadre workers in Nestle Plc. (369), Coca-Cola Plc. (392), Cadbury Plc. (443) and Nigeria Breweries Plc. (616). The three research instruments used were: Workers' self-efficacy ( $r=0.81$ ), Workers self-knowledge ( $r=0.78$ ) and Workers' performance rating ( $r=0.72$ ) scales. The data collected were analyzed using Pearson Product Moment Correlation, Multiple Regression at 0.05 level of significance. Findings revealed that there were significant relationships between workers' job performance and self-efficacy ( $r=.56$ ) and self-knowledge ( $r=.54$ ) respectively. Finding also revealed that self-efficacy and self-knowledge,

jointly predict workers' job performance ( $F(4, 1815) = 491.05$ ) accounting for 52.0% of its variance. Also finding revealed that self-efficacy ( $B=.10$ ), self-knowledge ( $B=.11$ ) had relative predictive weights on workers' job performance. More so, finding revealed that high self-efficacy and good self-knowledge have influence on workers job performance. It recommended that employers of labour should provide work environment that would enhance and promote the development of these factors among the workers<sup>69</sup>.

A study conducted on the impact of self-efficacy on employee's job performance in health sector in Pakistan was carried out. Self-efficacy was chosen as cognitive behaviour with different dimensions such as past experience, modelling and emotional cues. Data was collected through self-administered questionnaire from public hospital of Lahore, Pakistan.. The findings revealed that self-efficacy has a strong relationship with job performance, job commitment, job satisfaction and absenteeism.<sup>65</sup>.

### **2.3.3. Job Commitment and Lecturers' Performance**

A study conducted on employee commitment, how it can be influenced by the recruitment and induction processes of organization and what employees experience to be the changes to their individual components plays the major part in the growth of the organization performance. The employee commitment will boost the employee's performance in the organization. The behavior of job commitment changes can occur in the job satisfaction, motivation and job involvement. In a related study on 100 employees working in machine tools manufacturing industry in Vellore, Tamil Nadu, India. The finding revealed that employee's commitment has positive relationship in organizational performance. The finding also revealed that employee commitment has positive relationship with job satisfaction, motivation and job involvement<sup>73</sup>.

The influence of organizational commitment on job performance among the employees in Nigerian hospitality industry was a study that was carried out. The study examined the influence of affective commitment, continuance commitment and normative commitment on job

performance among the employees in Nigerian Hospitality industry. This study adopted descriptive survey research design. A structured questionnaire and personal interview were used to collect data the study. Seventy -five (75) respondents were selected from hotels and restaurants in Osun State, Nigeria. Data were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) and Linear Regression. Findings revealed that affective commitment ( $\beta = 0.067$ ;  $t = 0.380$ ;  $P > 0.05$ ) and continuance commitment ( $\beta = 0.082$ ;  $t = 0.546$ ;  $P > 0.05$ ) has no significant influence on job performance. Finding also revealed that normative commitment ( $\beta = -0.080$ ;  $t = -0.569$ ;  $P > 0.05$ ) has no significant influence on job performance. The study concludes that affective commitment and continuance commitment have weak influence on job performance while normative commitment has negative influence on job performance. It recommends that management should live up to its responsibility to motivating its employees with motivating factors that can significantly affect employee job performance<sup>7</sup>.

There was a study on staff utilization and commitment in Borno State Colleges of Education, Nigeria. The objectives were to determine, the level of staff utilization and commitment in Borno State Colleges of Education. Two research questions and one hypothesis was raised for the study. Correlation research design was used for the study adopted. The population of 739 academic staff in Colleges of Education in Borno State was used for the study. 148 academic staff was randomly selected from the three Colleges of Education in Borno State. The data collected were analyzed using frequency and percentage counts and Pearson Product Movement Correlation Coefficient for the study. The findings revealed that the level of staff utilization was relatively high in Borno State Colleges of Education. The finding also revealed that the level of staff commitment was low. The findings revealed that there was no significant relationship between staff utilization and staff commitment. It recommended that there is the need to increase and sustain staff welfare in order to enhance and improve staff commitment in Colleges of Education in Borno State. Also there should be flexibility on the part of Colleges of

Education authorities to create conducive atmosphere for college staff to work freely involved and committed to their work<sup>127</sup>.

A study conducted on teachers' job commitment to the teaching profession, teachers' commitment to teaching and learning and teachers' commitment to school in secondary schools in Osun State was carried to assess the level of teachers' job commitment in the State. The study adopted survey research design. The population of the study consisted of 6,922 secondary school teachers and 466 principals in Osun State. The sample for the study consisted of 720 teachers and 36 principals. Two instruments were used for the study, titled; Teachers' Job Commitment Questionnaire for Teachers (TJCQT) and Teachers' Job Commitment Questionnaire for Principals (TJCQP). Three research questions were raised for the study. The data collected was analysed using percentages. The finding revealed that the commitment of teachers in Osun State to the teaching profession, to teaching and learning and commitment to school was generally low in secondary schools in the State. It recommended that government and school owners should employ strategies such as prompt payment of salaries regular promotion, and other emoluments. Government should provide adequate resources for schools. It also recommended that there should be smooth and effective interaction between principals and teachers in schools, teacher should be encouraged to develop high level of discipline in schools, government should involve teachers in decisions making in order to keep teachers committed to their job, increase teachers' productivity and enhanced performance<sup>74</sup>.

A study on staff work conditions as a correlate with job commitment in Ogun-Owned Universities, Nigeria was carried out. The descriptive survey research design made up of 300 purposively drawn staff from two universities in Ogun State. A validated instrument titled "Work Conditions and Staff Job Commitment Questionnaire (IWSJCQ)" .85 was used for data collection. Mean, standard deviation and Pearson Product Moment Correlation (PPMC) were used to analyze the data collected. Finding revealed that workers have a high level of job commitment ( $X = 3.14$ ). Finding also revealed that work in an adequate environment ( $X = 2.93$ )

correlate of job commitment. Finding also revealed that work conditions is a correlate of job commitment ( $r = 270$ ,  $p=0.000 < 0.05$ ) among university staff. The findings imply that job commitment among a university staff is a function of adequate work conditions and a conducive work environment<sup>128</sup>.

A study on work incentives and job commitment among university lecturers in Ekiti State, Nigeria investigated the relationship between each of the work incentives components (remuneration, recognition and job security) and job commitment of university lecturers. The study employed descriptive research design. The population for the study consisted of 1,185 lecturers in the three universities in Ekiti State. The sample for the study consisted of 300 respondents selected from the 3 universities. The instrument used for this study was self-designed questionnaire titled 'Work Incentives and Lecturers Job Commitment Questionnaire (WILJCQ)' 0.76. The data collected were analysed using Pearson Product Moment Correlation (PPMC) tested at 0.05 level of significance. Finding revealed that the level of work incentives available to lecturers was moderate. It also revealed extent to which lecturers are committed to their job in the universities. The finding revealed that there was significant relationship between work incentives and lecturers' job commitment in universities in Ekiti State. Finding revealed that work incentives are highly related to lecturers' job commitment. It was also revealed that there was significant positive relationship between remuneration and lecturers' job commitment. Also finding revealed that there is no significant relationship between recognition and lecturers' job commitment. More so, finding revealed that there is positive significant relationship between job security and lecturers' job commitment. It recommended that prompt payment of salaries and allowances as well as all other allowances to lecturers should be paid as and when due, as this goes a long way to improve lecturers' job commitment. It also recommended that management of universities should put in place favourable conditions of service that will guarantee job security of academic staff towards enhancing their job commitment<sup>129</sup>.

A study investigated the influence of organizational commitment on job performance among the employees in Nigerian hospitality industry. The study made use of descriptive survey research, while a structured questionnaire and personal interview were used to collect data from seventy five (75) respondents in the selected hotels and restaurants in Osun State, Nigeria. Data were analysed using Pearson Product Moment Correlation Coefficient (PPMCC) and Linear Regression. Finding revealed that affective commitment ( $\beta = 0.067$ ;  $t = 0.380$ ;  $P > 0.05$ ) and continuance commitment ( $\beta = 0.082$ ;  $t = 0.546$ ;  $P > 0.05$ ) have positive but insignificant influence on job performance. It also, revealed that normative commitment ( $\beta = -0.080$ ;  $t = -0.569$ ;  $P > 0.05$ ) has negative but insignificant influence on job performance. Finding also revealed that affective commitment and continuance commitment have weak influence on job performance while normative commitment has inverse influence on job performance. It recommended that management should live up to its responsibility by motivating its employees through motivating factors that have a significant effect on employee job performance<sup>7</sup>.

A study investigated the effects of job enrichment on employee commitment in selected private Universities in South-West, Nigeria. It employed cross-sectional survey design. The population of the study was two thousand four hundred and sixty two (2462) non-academic staff distributed among the seven (7) approved private universities that had existed for six years in South-West Nigeria. A sample of 740 respondents was used. The simple regression model was used to analyse the data collected. Finding revealed that job enrichment had a statistically significant positive effect on employee commitment of non-academic staff in the selected private universities in South-west Nigeria. Finding shows that non-academic staff in the sample Universities is committed to their work as the result of the practice of job enrichment. It recommended that managers and human resources managers of the surveyed Universities and other public and private universities and other organizations should pay more attention to job enrichment practices as to keep employee committed all the time<sup>130</sup>.

A study conducted on employee commitment to work as an ingredient for service delivery of selected firm in Bayesla State was carried out and that any organization that wants to strive to perform at peak level in today's competitive world must have a mechanism to motivate its employee to be committed to the organizational objectives and work as effective team members. Ten research questions were raised to test employee commitment to work and the experiences they gained as team players. The random sampling method was adopted to ensure adequate representation of the entire element under studied. Questionnaires were designed, distributed, collected and analysed. Finding revealed that there is a significant relationship between employee commitment to work and increase in productivity in the firms. It recommended that to increase productivity and harmony in the working place, management should create enabling environment to motivate employee in order for them to be committed to their work and put in their best so as to increase productivity<sup>131</sup>.

On a study on self-efficacy and work commitment of the private senior high school teachers in time of pandemic that was carried out, the descriptive-correlational approaches were used. Sample of 319 was used for the study. Participants composed of principals and teachers and selected senior high school students utilizing stratified random sampling. The data collected were analyses using mean, standard deviation, frequency count, rank, percentage distribution, and Pearson Product Moment correlation were employed. The finding revealed that the level of self-efficacy of the private senior high school teachers in a time of pandemic is very high, with student engagement area as the highest and classroom management as the lowest. Finding also revealed that teachers' overall degree of work commitment is exceptionally committed with the commitment to the profession and commitment to the school as the highest and commitment to the teaching and learning as the lowest. More so, finding revealed that there is a significant relationship between self-efficacy and work commitment. Relative to the challenges, teachers' top self-efficacy issue is the absence of direct teaching learning interactions<sup>56</sup>.

There was a study on the effect of instructional leadership on teachers' performance and job commitment: a comparison of public and private universities of Lahore that was carried out. The findings are consistently reported in research carried out in schools but scarcity of similar research at higher education level triggered the need to conduct an investigation regarding the influence of Instructional-Leadership (IL) on the performance and commitment regarding job of university faculty. The researchers developed instrument at 4point likert scale comprising of 35 items to collect data from sixty faculty members selected from twelve public and private universities of the Lahore. The analysis identified effect of instructional leadership on the performance and commitment regarding job of faculty. Finding revealed that difference was not significant when compared between public and private universities. Finding also revealed that there is no significant importance as it added valuable information about instructional leadership and its influences on performance and commitment of faculty. In current era when universities are recognized because of their outcomes the need to conduct further research on factors influencing and facilitating the process particularly those related to teaching and learning is intensified<sup>132</sup>.

In a study carried out on the effect of employee commitment on organizational performance, samples of 248 respondents were used. The data collected were analysed using regression analysis. Findings revealed that while affective and continuance commitment had a significant positive effect on organizational performance, the effect of normative commitment on organizational performance was not significant. Finding revealed that among these three components of commitment, it was affective commitment that had the most significant positive effect on organizational performance. It recommended The study therefore concludes that while employee commitment can influence organizational performance positively, it is the nature of commitment that matters. Given that affective commitment contributes more to organizational performance. It recommended that managers should create enabling work environments that will engender the growth of affective commitment among employees<sup>71</sup>.

A study on teachers' job commitment based on Meyer and Allen's dimensions of organizational commitment in Bayelsa State public secondary schools was carried out. The study adopted descriptive study based on the ex post facto design. Two research questions were raised to guide the study. The sample population comprised 3255 teachers in the 181 Public Secondary Schools in the eight local government areas of Bayelsa State. A structured questionnaire titled: "Teachers' Job Commitment Questionnaire (TEJOCOQ) 0.87" was used to collect data. The data was analyzed using simple descriptive statistics of frequency and mean. Finding revealed that teachers' commitment to the schools was low and that commitment in the three dimensions of Meyer and Allen was also low. Also, finding revealed that continuance commitment was discovered to be high. It recommended among others that policy makers should strategically design policies that will make teaching job attractive so as to encourage high level commitment among teaching work force in the state<sup>83</sup>.

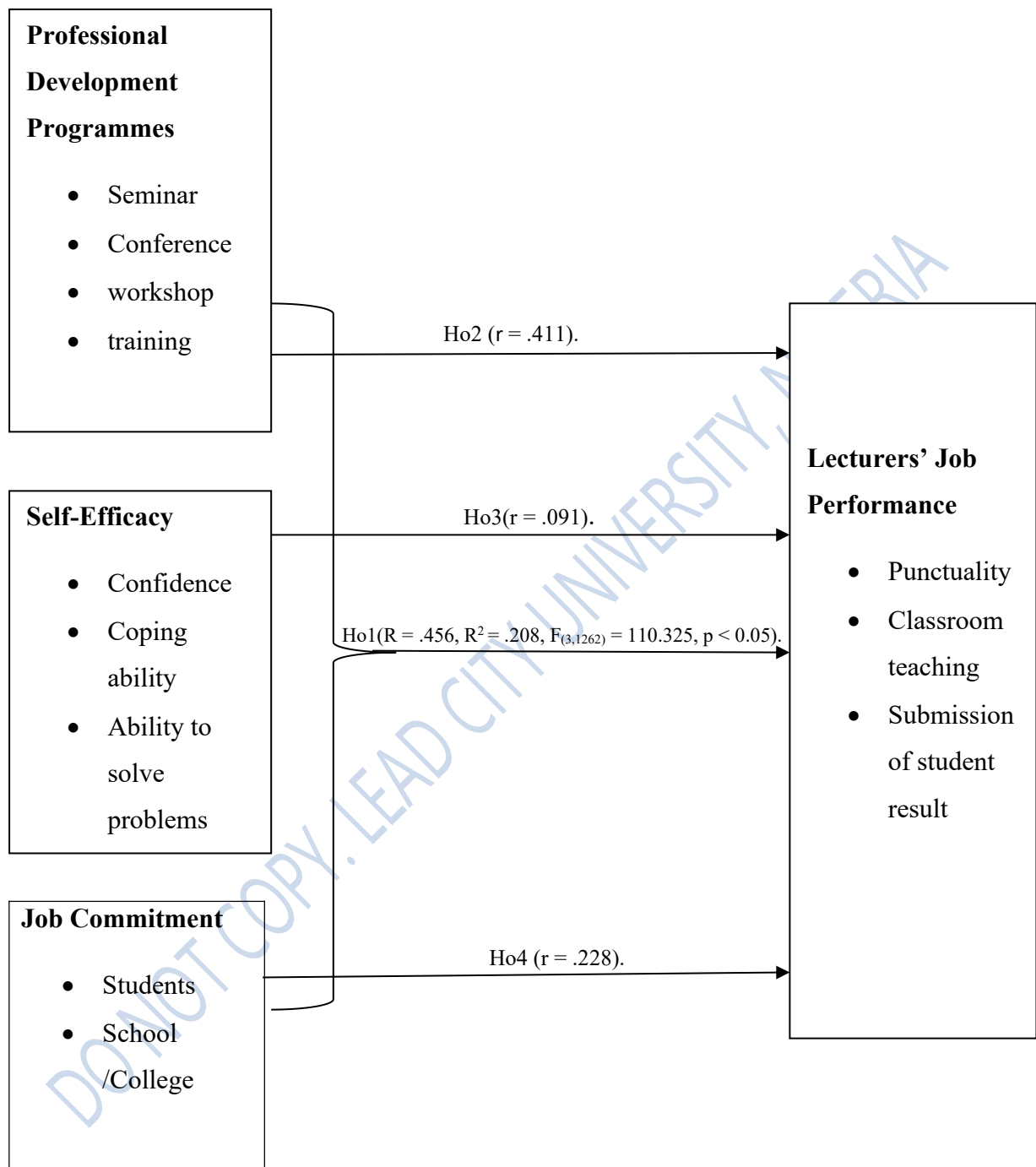
Correlational survey research design was used for a study on principals' communication styles and teachers' job commitment in secondary schools in Osun State, Nigeria. The study population consisted of six thousand nine hundred and twenty-two (6,922) secondary school teachers and 466 principals in the State, while the sample for the study consisted of 720 teachers and 36 principals. Two instruments were used for the study, namely; Principals' Communication Styles Questionnaire (PCSQ) and Teachers' Job Commitment Questionnaire (TJCQ). Data collected were analysed using frequency counts, percentages, and Pearson's Product Moment Correlation tested at 0.05 level of significance. Finding revealed that aggressive communication style was negatively related to teachers' job commitment to school and positively related to teachers' commitment to teaching and learning. Finding also revealed that there is no significant relationship between teachers' commitment to the teaching profession. Finding revealed that there was positive relationship between open communication style and teachers' commitment to school, negative relationship to teachers' commitment to teaching and learning, but no relationship with teachers' commitment to the teaching profession.

Finding also revealed that there was no relationship between assertive communication style and teachers' commitment to teaching and learning, teachers' commitment to school and teachers' commitment to the teaching profession. It recommended that secondary school principals should carefully choose their communication styles in order to keep teachers committed to their job<sup>92</sup>.

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## 2.4. Conceptual Model Independent Variables

## Dependent Variable



**Conceptual Model Showing Relationship between Dependent and Independent Variables in the Study**

Source: Researcher 2021

Figure 2.1 above shows the relations that exist between and among the independent variable (Professional development, self-efficacy and job commitment) and dependent variable (Lecturers' performance). In an attempt to explain the interaction between the variables, the model reveals the direct relationships that exist between professional development programmes and lecturers' performance, self-efficacy and lecturers' performance and job commitment and lecturers' performance in colleges of education. Finally, the model captures the major objective of this study by showing the relationship that exist among professional development, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education.

## **2.5. Summary of Literature Reviewed**

Across all relevant literature reviewed, the literature on professional development agreed on the definition and components of professional development. There is also a consensus on professional development being a tool for the development of the skills and potential of individual members or staff of an organization for the mutual benefit of both the individual staff and the organization in which he works. On the types of professional development programmes, most of the authors agreed on two major components: on-the-job training which includes all the programmes undertaken by staff while he is still performing his official duties, and off-the job training, which takes place outside the work environment/place. Evidence from literatures shows that formal setting for professional development include higher education activities; pre-service and in-service training, seminars, workshops, and resources centre; credentialing systems and programmes: local and international conferences; mentoring and coaching relationship; and informal resources such as new letters, and online discussion board

Evidence from the literatures indicated that self-efficacy beliefs influence an individual's thought patterns and emotional recreations and having high self-efficacy can help create feeling of serenity in approaching difficulty tasks and activities. This simply means that if we have a high sense of self-efficacy in a given area, we will set a higher goal, be less afraid

of failure but persist longer when we encountered difficulties. They added that people go about their daily activities with varying levels of self-efficacy derived from previous performance, prior experience, personal qualities, and social support. People acquire information about how well they are performing on a job, which influences their self-efficacy for continued learning and performance. Therefore, academic staff with high self-efficacy is prone to better teaching professional productivity while those with low self-efficacy likely to have weak teaching performance.

Most literature acknowledged that job commitment is one factors to achieving organizational success. Workers with low levels of commitment will not do enough in their work. They do not always concentrate on their hearts into the work and mission of organization. They are more concerned with personal success than the success of the organization as a whole. People who are less committed are likely to look at themselves as outsiders than long-term members of the organization. They always look for job elsewhere which may result to their departure from organization. Employees with high level of commitment to an organization see themselves as a member of the organization. Organization problem is considered as their problems too. Such employees always think of ways to do their jobs better and get involved in organisations mission and values. Hence, they work in organization as if it belongs to them. This means that lecturer in colleges of education with high commitment performs high while lecturer with less commitment perform low.

Finally, it could be seen from the empirical review that the findings of previous studies indicated mix results with respect to the variables of this study. The scholars did not properly harness the variables under this study effectively to deal with lecturers' job performance but instead combine the variable with other variables such as job satisfaction, motivation and attitudes. As a result, this present study will harness the three independent variables effectively to see how it determines lecturers' job performance especially in colleges of education. Furthermore, the empirical findings by researchers on related variables indicated that scholars

have made use of different research designs like descriptive design, descriptive survey design, ex-post facto design, descriptive and explanatory research design, and correlational survey among others. Therefore, in light of the objectives of the current study, a survey research design is deemed to be the most appropriate design for this study. More so, evidence from the previous studies deals only on public schools and some on private organisation not schools, while few deals with colleges of education. As a result, this present study aims at bridging the gap in literature to combine public colleges of education with private. In light of these, this study was to investigate professional development, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

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## **Chapter Three**

### **Methodology**

This section describes the methodology used in carrying out the study. This includes: Research design, population, sample and sampling techniques, instrumentation, procedure for data collection and method of data analysis.

#### **3.1. Research Design**

This study adopted descriptive survey research design. The purpose of descriptive survey is to collect detailed and factual information that describes an existing phenomenon. It aims to accurately and systematically describe a population situation and phenomenon and gather data about varying subject. The researcher investigated Professional Development Programmes, Self-Efficacy and Job Commitment as Determinants of Lecturers' Performance in Colleges of Education, South-West, Nigeria. The dependent variable of the study is Lecturers' Performance, independent variable are Professional Development Programmes, Self-Efficacy and Job Commitment.

#### **3.2. Population of the Study**

The target population of the study consists of four thousand two hundred and ninety-five (4,295) lecturers in all thirty-two (32) Colleges of Education in Southwest Nigeria. These colleges consist of 4 Federal Colleges Education, 7 State Colleges of Education and 21 private Colleges of Education,

#### **3.3. Sample and Sampling Techniques**

A Multi stage stratified random sampling procedures was used to select sample for the study. At stage one, colleges of education were stratified on the basis of ownership (Federal, State and Private). Stage two, purposive sampling method was used to select state having just one Federal and State/Private colleges of education while one State and Private College of Education was picked through balloting from states that have more than one State/Private College of Education or Private College of Education. Stage three, proportional sampling

method was used to select eighty per cent (80%) of lecturers each from the nine (9) Colleges of Education picked. In all, nine (9) Colleges of Education (3 Federal Colleges of Education, 3 State Colleges of Education and 3 Private Colleges of Education), was used for the study. A sample of one thousand four hundred and thirty-six (1,436) lecturers was used for the study.

**Table 3.1: Breakdown of Colleges of Education in Each State**

<b>State</b>	<b>Federal College of Education</b>	<b>State College of Education</b>	<b>Private College of Education</b>	<b>Total</b>
Lagos	1	2	7	10
Ogun	1	1	4	6
Oyo	1	1	5	7
Osun	-	2	3	5
Ondo	1	-	2	3
Ekiti	-	1	-	1
<b>Total</b>	<b>4</b>	<b>7</b>	<b>21</b>	<b>32</b>

*Source9: NCCE, (2016) and JAMB Brochure, 2018/2019.*

**Table 3.2: Distribution of the Population and Sample of Lecturers by Colleges of Education.**

State	Selected Colleges of Education	Lecturers	
		Population of lecturers in colleges of education	80% of the selected lecturers
Lagos	Federal- Fed. Coll. Of Edu (Tech), Akoka, Lagos.	213	170
	State- Micheal Otedola Coll. of Primary Edu, , Epe	135	108
	Private- St. Augustine Coll of Edu, Akoka, Lagos	101	81
	<b>TOTAL</b>	<b>449</b>	<b>359</b>
Ogun	Federal-Federal College of Edu, Osiele.	281	225
	State-Tai Solarin Coll of Edu, Omu Ijebu.	197	158
	Private-Yewa Central Coll. of Edu, Abeokuta.	95	76
	<b>TOTAL</b>	<b>573</b>	<b>459</b>
Oyo	Federal – (Federal Coll of Edu, (Special), Oyo.	306	245
	State-Emmanuel Alayande Coll. of Edu, Oyo.	394	315
	Private-Mufutau ‘Lanahun Coll. of Edu, Ibadan.	72	58
	<b>Total</b>	<b>772</b>	<b>618</b>
<b>Grand total</b>		<b>1794</b>	<b>1436</b>

*Source: Source: NCCE, (2016).*

### 3.4. Instruments for Data Collection

For the purpose of data collection, one (1) instrument was used for the study. Professional Development, Self-Efficacy, Job Commitment, Lecturers’ Performance Scale (PDSJCLPS).

### **3.4.1. Professional Development, Self-efficacy, Job Commitment, Lecturers' Performance Scale (PDSJCLPS)**

This is a self-developed instrument which consist of Section A,B1,B2,C,D,E. Section A consist of demographic profile, such as gender, ownership of college, status of lecturers, experience and qualification of lecturers; section B contains five (5) items which deals with the professional development programmes of lecturers like seminars, conferences (Local and International), workshop, orientation programmes and training. Section C contains ten (10) items which deals with self-efficacy with options Strongly Disagree, Disagree, Agree, Strongly Agree. Section D contains twelve (10) items on job commitment with options Strongly Disagree, Disagree, Agree, Strongly Agree and Section E contains five (5) items on lecturers' performance with options Strongly Disagree, Disagree, Agree, and Strongly Agree.

### **3.5. Validity of the Instrument**

The research instrument was subjected to proper validation with the assistance of the supervisor in order to ensure that the instrument measured what it was expected to measure. The face, content and construct validity of the instrument was further ascertained through experts' judgment and inputs from the supervisor.

### **3.6. Reliability of the Instrument**

A pilot survey was conducted on a segment of the sample using Cronbach Alpha. The reliability coefficient of the instrument was  $r = 0.71$

### **3.7. Administration of Research Instrument and Method of Data Collection**

The letter of introduction was collected from the Department of Educational Management, Lead City University to the colleges of education selected for the collection of research data. The instrument for the study was administered to the respondents (lecturers) by the researcher and three (3) trained research assistants.

### **3.8. Method of Data Analysis**

Data were analysed with both descriptive and inferential statistics. Descriptive statistics such as frequency count, percentages were used to analyse data. Descriptive statistic of mean and standard deviation were also used to answer the research questions.

The hypotheses were analysed using inferential statistics of multiple regression analysis. This allowed the researcher to make inferences on independent and dependent variable at 0.05 significance level.

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## Chapter Four

### Results and Discussion of Findings

This chapter presents the result and discussion on data collected on professional development programmes, self-efficacy and job commitment as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

One thousand four hundred and thirty-six (1,436) questionnaires were administered to lecturers in college of educations in southwest, Nigeria. One thousand two hundred and sixty-two were returned (1,262) which mean that 88% questionnaires were returned.

The respondents' demographic data are presented in table 4.1.1 followed by the descriptive statistic of the study variables and the answers to the research questions and presentation of hypotheses.

**Table 4.1.1 Demographic Data of the Respondents**

**Table 4.1: Demographic Data of the Respondents (Lecturers).Gender, ownership and Lecturers Status**

Items	Frequency	Per cent (%)
<b>Gender</b>		
Male	827	65.5
Female	435	34.5
<b>Total</b>	<b>1262</b>	<b>100</b>
<b>Ownership</b>		
Federal	577	45.7
State	491	38.9
Private	194	15.4
<b>Total</b>	<b>1262</b>	<b>100</b>
<b>Lecturers' Status</b>		
Assistance lecturer	86	6.8
Lecturer iii	257	20.4
Lecturer ii	454	36
Lecturer i	238	18.9
Senior Lecturer	84	6.7
Principal Lecturer	114	9
Chief Lecturer	29	2.3
<b>Total</b>	<b>1262</b>	<b>100</b>

**Source: Researcher's Field Survey (2021)**

The distribution of table 4.1 showed that 827 representing 65.5% of respondents were male, and 435 representing 34.5% of respondents were female. The distribution of ownership by respondents showed that 577 representing 45.7% of respondents came from Federal College of Education, 491 representing 38.9% respondents from State College of Education and 194 representing 15.4% respondents from Private College of Education.

The distribution of respondents by status showed that 86 Assistant Lecturers representing 6.8%, 257 Lecturer iii, representing 20.4%, 454 Lecturer ii, representing 36.0%, 238 Lecturer I, representing 18.9%, 84 Senior Lecturer, representing 6.7%, 114 Principal Lecturer, representing 9.6% and 29 Chief Lecturer, resenting 2.3%.

**Table 4.2: Experience and Qualification of Lecturers**

<b>Experience</b>	<b>Frequency</b>	<b>Per cent %</b>
1-5	351	27.8
6-10	499	39.6
11-15	275	21.8
16-20	136	10.7
21-25	1	0.1
<b>Total</b>	<b>1262</b>	<b>100</b>

<b>Qualification</b>		
Bachelor Degree.	423	33.5
Master Degree	675	53.5
Ph.D.	164	13
<b>Total</b>	<b>1262</b>	<b>100</b>

**Source: Researcher's**

**Field Survey Data (2021)**

The distribution of lecturers based on year of experience: 351 (1-5years), representing 27.8%, 499 (6-10 years), representing 39.6%, 275 (11- years), representing 21.8%, 1 (21-25years), representing .1%.

The distribution of respondents (Lectures) based on qualification was also presented. Bachelor Degree, 423 representing 33.5%, Master Degree 675 representing 53.5% and Ph. D.

164 representing 13.0%. This showed that the minimum qualification of lecturers in colleges of education in Southwest, Nigeria is Bachelor Degree and the highest qualification was PhD.

#### 4.1.2: Research Questions

**4.3. Research Question One:** What are the professional developments programmes that lecturers in College of Education have attended in Southwest, Nigeria?

**Table 4.3: Professional Development Programmes Attended by Lecturers.**

Items	1	2	3	4	5	6	Mean	Std. Dev
Seminar	0 (0.0%)	165 (13.1%)	204 (16.2%)	279 (22.1%)	220 (17.4%)	394 (31.2%)	4.38	1.40
Local conference	56 (4.4%)	99 (7.8%)	220 (17.4%)	279 (22.1%)	129 (10.2%)	479 (38.1%)	4.39	1.53
International Conference	713 (56.5%)	275 (21.8%)	122 (9.7%)	93 (7.4%)	34 (2.6%)	25 (2.0%)	1.84	1.22
Workshop	38 (3.0%)	189 (15.0%)	276 (21.9%)	240 (19.0%)	174 (13.8%)	345 (27.3%)	4.08	1.52
Training	77 (6.1%)	240 (19.0%)	136 (10.8%)	265 (21.0%)	154 (12.2%)	390 (30.9%)	4.07	1.67
<b>Grand Mean</b>							<b>3.75</b>	

*Source: Researcher's Field Survey Data (2021)*

Table 4.3: It means that lecturers attended seminars local conferences, workshops trainings and few lecturers attended international conferences in colleges of education. These data showed that lecturers in colleges of education in Southwest, Nigeria attended professional development programmes.

**4.4. Research Question Two:** What is the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria?

In answering this research question, numerical data collected from lecturers' self-efficacy were used to categories respondents' scores into 3 levels into low, moderate and high.

**Table 4.4: Mean and Standard Deviation Indicating the Level of Lecturers' Self-Efficacy in Colleges of Education in Southwest, Nigeria**

Self-efficacy	SA	A	D	SD	Mean	Std. Dev.	Remark
I can manage to solve difficult problems.	4 (0.3%)	32 (2.5%)	184 (14.6%)	1042 (82.6%)	1.21	0.48	Low
I can find the means to get what I want,	109 (8.6%)	1014 (80.3%)	45 (3.7%)	94 (7.4%)	2.90	0.64	Moderate
I always accomplish my goals if I stick to my aims.	7 (0.6%)	52 (4.1%)	1014 (80.3%)	189 (15.0%)	1.90	0.45	Low
I have confident to deal with unexpected events,	1051 (83.3%)	161 (12.7%)	20 (1.6%)	30 (2.4%)	3.77	0.59	High
I can handle unforeseen situations.	135 (10.7%)	1001 (79.3%)	90 (7.1%)	36 (2.9%)	2.98	0.54	Moderate
I can solve problems if I invest necessary effort.	103 (8.2%)	263 (20.9%)	872 (69.0%)	24 (1.9%)	2.35	0.66	Moderate
I can rely on my coping abilities when facing problem.	922 (73.1%)	279 (22.1%)	9 (0.7%)	52 (4.1%)	3.64	0.70	High
I can find solution to several problems that confronted me.	49 (3.9%)	83 (6.6%)	44 (3.5%)	1086 (86.0%)	1.28	0.75	Low
I always think of solution to problem	4 (0.3%)	74 (5.9%)	19 (1.5%)	1165 (92.3%)	1.14	0.51	Low
I can handle problem that comes my way.	350 (27.7%)	669 (53.0%)	91 (7.2%)	152 (12.1%)	2.96	0.91	Moderate
<b>Grand mean</b>					<b>2.41</b>		<b>Moderate</b>

*Source: Researcher's Field Survey Data (2021)*

**Note:**

**M = Mean, SD = Standard Deviation, n = Number of respondents**

**Standard reference mean = 2.00. Mean response rating classification: Low = 1.00 – 2.00, Moderate = 2.00 – 2.99, High = 3.00 – 4.00.**

**Decision: Moderate**

Table 4.4: showed that the mean scores of 1.21, 1.90, 1.28 and 1.14 respectively for manage to solve problem, stick to aims and accomplish goals, confronted with a problem and think of solution were low in colleges of education in Southwest, Nigeria. Also the mean scores of 2.90, 2.98, 2.35 and 2.96 respectively for finding the means to get what they want, handle

unforeseen situations, invest the necessary effort to solve problems and handle whatever comes to their way were moderate. However, results further indicated that confident to deal with unexpected events and coping abilities to face problems were high. Overall, there was moderate level of lecturers' self-efficacy in colleges of education, Southwest, Nigeria, (Grand mean = 2.41).

**4.5: Research Question Three:** What is the level of lecturers' job commitment among Lecturers in college of education in Southwest, Nigeria?

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**Table 4.5: Mean and Standard Deviation Indicating the Level of Lecturers' Job Commitment among Lecturers in Colleges of Education in Southwest, Nigeria.**

Job Commitment	SA	A	D	SD	Mean	Std. Deviation	Remark
I enjoy working with students.	8 (0.6%)	47 (3.7%)	17 (1.4%)	1190 (94.3%)	1.11	0.46	Low
I establish meaningful academic relationship with students.	129 (10.2%)	1084 (85.9%)	27 (2.2%)	22 (1.7%)	3.05	0.44	High
I treat student equally in order to ensure their academic growth.	43 (3.4%)	55 (4.4%)	1120 (88.7%)	44 (3.5%)	2.08	0.46	Moderate
I truly care for the students.	1091 (86.5%)	143 (11.3%)	10 (0.8%)	18 (1.4%)	3.83	0.49	High
Always look for instructional materials to teach the learner.	85 (6.7%)	1147 (90.9%)	15 (1.2%)	15 (1.2%)	3.03	0.35	High
Rarely get late to class or school.	71 (5.6%)	112 (8.9%)	1038 (82.3%)	41 (3.2%)	2.17	0.56	Moderate
Actively involved in school activities.	1004 (79.6%)	248 (19.6%)	0 (0.0%)	10 (0.8%)	3.78	0.47	High
Take school work home in order to meet target.	116 (9.2%)	212 (16.8%)	78 (6.2%)	856 (67.8%)	1.67	1.05	Low
Willingly accepts and obey the value and goals of school.	59 (4.7%)	67 (5.3%)	408 (32.3%)	728 (57.7%)	1.57	0.79	Low
I find it easy to cope with school policies and laws.	880 (69.7%)	343 (27.2%)	22 (1.7%)	17 (1.4%)	3.65	0.59	High
<b>Grand mean</b>					<b>2.59</b>		<b>Moderate</b>

**Source: Researcher's Field Survey Data (2021)**

**Note:**

**M = Mean, SD = Standard Deviation, n = Number of respondents**

**Standard reference mean = 2.00. Mean response rating classification: Low = 1.00 – 2.00, Moderate = 2.00 – 2.99, High = 3.00 – 4.00.**

**Decision: Moderate**

Table 4.5 showed that the mean score of 1.11, 1.67 and 1.57 respectively for enjoy working with the students, taking school work home and obey the value and goals of school were low. Also, 2.08, 2.17 respectively for treating students equally and rarely get late to class and school were moderate. Results further showed that 3.05, 3.83, 3.03, 3.78 and 3.65 respectively for

establishing meaningful academic relationship with the students, truly care for students, looking for instructional materials, actively involved in school activities and easily cope with school policies and laws were high. Overall, there was moderate level of job commitment among lecturers in colleges of education in Southwest, Nigeria, (Grand mean = 2.59).

#### 4.1.3: Presentation of Hypothese.

**4.6: Ho1:** There will be no significant combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education in Southwest, Nigeria.

**Table 4.6: Combined Contribution of Professional Development Programmes, Self-Efficacy and Job Commitment on Lecturers' Performance in Colleges of Education in Southwest, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig	Remark
1	.456 <sub>a</sub>	0.208	0.206	1.78597	110.33	0.05	Significant

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	1055.70	3	351.90	110.33	.000
Residual	4012.62	1258	3.18		
<b>Total</b>	<b>5068.32</b>	<b>1261</b>			

*Source: Researcher's Field Survey Data (2021)*

The result in table 4.6 showed that the combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance was significant ( $R = .456$ ,  $R^2 = .208$ ,  $F = 110.325$ ,  $p < 0.05$ ). The result means that professional development programmes, self-efficacy and job commitment accounted for 20.8% of the variance in lecturers' performance in colleges of education in southwest, Nigeria. Hence, the null hypothesis was rejected.

This means the alternative hypothesis is hereby accepted that there is significant combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education in Southwest, Nigeria.

**4.7. Ho2:** There will be no significant relationship between professional development programmes (seminar, conference, workshop & training) and lecturers' performance in colleges of education in Southwest, Nigeria.

**Table 4.7: Relationship between Professional Development Programmes and Lecturers' Performance in Colleges of Education in Southwest, Nigeria**

		Professional Development Programmes	Performance
Professional Development	Pearson correlation	1	.411
Programmes	Sig. (2-tailed)		.000
	N	1262	1262

*Source: Researcher's Field Survey Data (2021)*

The result in table 4.7 showed that the relationship between professional development programmes and lecturers' performance ( $r = 0.411$ ). The result means that there is relationship between professional development and lecturers' performance in colleges of education in Southwest, Nigeria.

This means that the alternative hypothesis is hereby accepted that there is relationship between professional development programmes and lecturers' performance in colleges of education Southwest, Nigeria.

**4.8. Ho3:** There will be no significant relationship between self-efficacy (confidence, coping ability & ability to solve problems) and lecturers' performance in colleges of education in Southwest, Nigeria.

**Table 4.8: Relationship between Self-efficacy and Lecturers' Performance in Colleges of Education in Southwest, Nigeria**

		Self-efficacy	Performance
	Pearson correlation	1	.091
Self-efficacy	Sig. (2-tailed)		.001
	N	1262	1262

*Source: Researcher's Field Survey Data (2021)*

The result in table 4.8 showed the relationship between self-efficacy and lecturers' performance ( $r = .091$ ). The result means that there is a low relationship between self-efficacy and lecturers' performance in colleges of education in Southwest, Nigeria.

This means that the alternative hypothesis is hereby accepted that there is relationship between self-efficacy and lecturers' performance in colleges of education in Southwest, Nigeria.

**4.9. Ho4:** There will be no significant relationship between job commitment (students, school/college) and lecturers' performance in colleges of education in Southwest, Nigeria

**Table 4.9: Relationship between Job Commitment and Lecturers' Performance in Colleges of Education in Southwest, Nigeria**

		Job commitment	Performance
	Pearson correlation	1	.228
Job commitment	Sig. (2-tailed)		.000
	N	1262	1262

*Source: Researcher's Field Survey Data (2021)*

The result in table 4.9 showed the relationship between job commitment and lecturers' performance ( $r = .228$ ). The result means that there is a low relationship between job commitment and lecturers' performance in colleges of education in Southwest, Nigeria.

This means that the alternative hypothesis is hereby accepted that there is relationship between job commitment and lecturers' performance in colleges of education in Southwest, Nigeria.

### **4.3: Discussion of Findings**

The results of findings which examined the professional development programmes that lecturers in colleges of education have attended in the Southwest, Nigeria revealed that seminars, local conference, international conference, workshops and training are professional development programmes that lecturers in the Southwest have attended even though few lecturers attended international conference. This implies that professional development programmes available in colleges of education in Southwest, Nigeria. Professional development programmes are available for lecturers to improve their skills, knowledge and teaching methodology in schools. The finding is in line with the study that revealed that different forms of lecturers' professional development programmes are available in Federal University of Oye-Ekiti such as workshop, in-service training programmes, seminar, computer training programme and video training programme<sup>1</sup>. The finding is also in line with the study that revealed that professional development programme available for the teachers are workshop, educational conference, ICT training, fulltime in-service, sandwich programme, refresher course and seminar<sup>2</sup>. Finding was also in line with the study that revealed that professional development programmes available for teachers are workshop, seminar, conference, in-service programme, induction, training and orientation<sup>3</sup>. The finding is also in line with the study that revealed that modes professional development programmes comes inform of seminar, workshop, conference,

continuous education, mentorship, coaching system, higher qualification staff exchange programme<sup>4</sup>.

Lecturers who participated in the professional development programmes can utilize the opportunity given to them and improve their ability to plan a good lesson, increase their knowledge, and understand how to properly control their class, make the right evaluation and effectively communicate the planned lesson to students. Also, both local and international conference enables lecturers to share ideas with other colleagues through discussing pressing topical issues. This would assist in molding the lecturers to perfect his subject area and have additional knowledge to current methods of learning and also allow lecturers to compete with the colleagues favorably outside the country.

However, the need for quality lecturers cannot be over emphasized in colleges of education because lecturers should be mobilized to enroll into an educational institution on both on-the-job and off-the-job training and add to their already acquired pre-service training. To that effect, concerted effort is highly needed by education managers to inform their lecturers on the relevance to acquire knowledge through in-service training to improve on their competencies and enhancing the quality of education. On the other hand, the attention of policy makers should be drawn to enhance the provision of enabling environment that could help in motivating lecturers to engage in in-service training for quality development of lecturer in colleges of education in Southwest, Nigeria.

The results of finding that examined the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria revealed that there was moderate level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria. The finding is also in consonance with the study that self-efficacy enhance workers job performance<sup>5</sup>. But in disagreement with the study that showed that 95% of the teachers were rated low on job performance while 90.4% were low on self-efficacy<sup>6</sup>. Lecturers who have a high self-efficacy are more likely to set themselves challenging goals which are most often achieved. Thus, it becomes necessary to

identify the practical implications of the outcomes related to improving employee self- efficacy in order to motivate them and improve their performance.

The lecturer should be provided with relevant details of the tasks assigned to them. The exact definitions and explanations of the tasks and context of tasks would help them to deal with the complex tasks. Also, school managers should explain to lecturers about the technical skills required for successful performance. They should also instruct the lecturers how to select a proper method among the available methods while solving a complex task.

Self-efficacy can cause people to strive to improve their assumptions and strategies, rather than look for excuses. Moderate self-efficacy helps employees to collect relevant information, make sound decisions, and take appropriate actions, particularly when they are under pressure, as this translates to high job performance in the work place. Lecturers with moderate level of self-efficacy have a positive attitude towards everything. They always have control on their emotions, as a result they seldom display their anger in front of their students and this attitude assures high achievement. Lecturers with moderate level of self-efficacy are open to new methods and have the ability to adopt new techniques.

Self-efficacy makes a difference in how people think, feel and act. That is, in terms of feeling, low self-efficacy is associated with depression, anxiety and helplessness. People with low self-efficacy also have low esteem, harbour pessimistic thoughts about their accomplishments and personal development. Hence, lecturers with moderate self-efficacy are likely to be creative and also perform more challenging tasks. Moderate self-efficacy may also allow lecturers to select challenging settings, explore their environment or create new ones in order to adequately disseminate information resources to their students.

Findings on the level of job commitment among lecturers' in colleges of education in Southwest, Nigeria revealed that there was moderate level of lecturers' job commitment in colleges of education in Southwest, Nigeria. The result was also in agreement with the study that revealed that commitment to the profession and commitment to the school as the highest<sup>7</sup>.

The finding is in disagreement with study that revealed that teachers' commitment to teaching profession, school, teaching and learning was low in secondary schools in Osun State<sup>8</sup>. The moderate level showed the extent to which lecturers are committed to their job and are willing to spend the rest of their career in teaching, enjoy teaching, update lecture note regularly, desiring for teaching, giving assignment to students, preparation before lecture, ensuring students feel fulfilled after lecture, happy to conduct research, presenting papers in local and international journal, publishing papers in journal, supervision of thesis, writing papers, willing and happy to serve in community, The probable reason could be as a result of the moderate level of work incentives.

Lecturers' job commitment indicates that lecturers are willing to work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching, research and community service and ready to help students grow in their academic programmes. Lecturers with moderate level of commitment motivate students to involve in school activities. Once students take part in learning activities, they stand a better chance to develop their achievement. Lecturers with moderate levels of commitment will do enough to work. They put their hearts into the work and mission of the organization. They seem to be more concerned with organisation success than their personal success. Such lecturers will see themselves as part and parcel of the organisation as long as their member of the organisation.

The results of findings also revealed that there was significant combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education in Southwest, Nigeria. This indicate that all independent variables professional development programmes, self-efficacy and job commitment contributed significantly to lecturers' performance in colleges of education, This is in line with the study that revealed that orientation and mentoring variables of staff development have a significant influence on the job performance of staff in Colleges of Education in North Eastern Nigeria<sup>9</sup>. This result is also in line with the study that self-efficacy has positive and significant effect on

Performance of the lecturers<sup>10</sup>. This result is also in line with the study that teachers with high level of commitment motivates students to involve in school activities such as take part in learning activities, reading, and stand a better chance to develop their achievement<sup>11</sup>.

The results of the findings revealed that there was relationship between professional development programmes and lecturers' performance in colleges of education in Southwest, Nigeria. The implication is that professional development programmes has relationship with lecturers' performance in colleges of education in Southwest, Nigeria. The finding is in line with the study that revealed that lecturers' professional development in terms of retraining, research publication and ICT utilization significantly influenced their job effectiveness in terms of instructional delivery, communication skills and students evaluation<sup>12</sup>. Also, this finding is in line with the study that revealed that seminar, workshop, and conference significantly predict task performance of instructors in police training colleges in Southern Nigeria<sup>13</sup>.

The results of the findings revealed that there was relationship between self-efficacy and lecturers' performance in colleges of education in Southwest, Nigeria. This indicates that self-efficacy has relationship with lecturers' performance in colleges of education in Southwest, Nigeria. The finding is in consonance with the study that revealed that self-efficacy influences workers' job performance<sup>14</sup>. The finding is also in consonance with the study that revealed that self-efficacy enhance employees' performance through training and development<sup>15</sup>.

The results of the findings revealed that there was relationship between job commitment and lecturers' performance in colleges of education in Southwest, Nigeria. The implication of this is that job commitment has relationship with lecturers' performance in colleges of education in Southwest, Nigeria. The finding is in consonance with the study that revealed that there is a significant relationship between employee commitment to work and increase in productivity in the firms<sup>16</sup>.

The result of this study showed that the more lecturers participate in professional development programmes such as seminars, workshops, conferences either international or local

and training the more it helps to increase their knowledge, skills and teaching methodology, develop better way to solve students' problems and ability to cope with students problems which in turn increases their performance in schools. The kind of professional development that lecturers participated in goes a long way to improve their job commitment in term of caring for student, encouraging students in their academic growth and involvement in the school activities and stick to school goals which eventually increase their performance. Self-efficacy on the other hand, highly influences an individual lecturer's action, effort and the way of accomplishing tasks resulting in enhanced abilities and makes them more confident about the desired results. Lecturers competency is based on self-efficacy (beliefs on own abilities) and lack of self-efficacy causes many psychological problems such as low confidence level and low self-esteem. This is to say that professional development programmes, self-efficacy and job commitment have significant impact on lecturers' performance in colleges of education in Southwest, Nigeria.

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## Chapter Five

### Conclusion

#### 5.1: Summary of Findings

The findings of this study are summarized as follows:

There were more male lecturers (827) than female lecturers (435), more respondents from Federal colleges of education (577), state colleges of education (491) and private colleges of education (194). A greater percentage of lecturer ii (454) participated in colleges of education while greater lecturers in the participating colleges have between 6 to 10 years of teaching experience. PhD is the highest qualification of lecturers in participating colleges of education in Southwest, Nigeria.

The lecturers participated in professional development programme such as seminars, conference (local and international), workshop and training in colleges of education in Southwest, Nigeria. There was moderate level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria. (Mean = 2.41 > 2.00, SD = 0.62). There was moderate level of lecturers' job commitment among lecturers' in colleges of education in Southwest, Nigeria. (Mean = 2.59 > 2.00. SD = 0.57). There was significant combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education in Southwest, Nigeria. ( $R = .456$ ,  $R^2 = .208$ ,  $F_{(3,1262)} = 110.33$ ,  $p < 0.05$ ). There was relationship between professional development programmes and lecturers' performance in colleges of education in Southwest, Nigeria. ( $r = .411$ ). There was relationship between self-efficacy and lecturers' performance in colleges of education in Southwest, Nigeria. ( $r = .091$ ). There was relationship between job commitment and lecturers' performance in colleges of education in Southwest, Nigeria. ( $r = .228$ ).

## **5.2. Conclusion**

From available data, the study revealed that lecturers in colleges of education in Southwest, Nigeria attended professional development programmes such as seminars, conference (local and international), workshop and training, moderate level of self-efficacy and moderate level of job commitment. The study further confirmed that there was combined contribution of professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education in Southwest, Nigeria. Also, professional development programmes, self-efficacy and job commitment has significant contributions on lecturers' performance in colleges of education in Southwest, Nigeria. It is thereby concluded that professional development programmes, self-efficacy and job commitment are essential variables that can determine lecturers' performance in colleges of education in Southwest, Nigeria.

## **5.3: Recommendations**

On the basis of findings, the following recommendations were proffered:

- i) government should provide opportunities for personal advancement on the job as well as sponsorship for training programmes.
- ii) lecturers should be encouraged to participate in more on international conference because there is low participation in international conference compared with local conference which can expose them to people or lecturers outside the country.
- iii) self-efficacy of lecturers should be improved in term problem solving, ability to cope with student and school problems and confidence to face problems in schools.

## **5.4 Contribution to Knowledge**

This research work upon publication is expected to fill the gap in the Southwest, Nigeria on Professional Development Programmes, Self-Efficacy and Job Commitment as Determinants

of Lecturers' Performance in Colleges of Education, as well as contributed to the body of existing knowledge in educational management, planning and administration.

It will also serve as a tool for improvement of lecturers' job performance using professional development programmes, self-efficacy and job commitment to improve performance of workers as well as school managers (Provosts, Rectors and Vice-chancellors) and other relevant stakeholders.

It will further help in designing an integrated and comprehensive system for creating and improved job commitment of employees, self-efficacy in terms of facing problems, solving problems and ability to cope and provide solution to problem as it arises also to know the benefits of participation in professional development programmes to increase their skills, knowledge and pedagogy among lecturers for improving and enhancing lecturers' performance in colleges of education in Nigeria.

### **5.5 Suggestions for Further Studies**

The following suggestions were made for further studies:

- i) there is the need for research on the utilization of professional development programmes, self-efficacy and job commitment it affects the performance of lecturers in colleges of education Southwest, Nigeria.
- ii) there is need to investigate on gender and age differences in the professional development programmes, self-efficacy and job commitment on lecturers' performance in colleges of education in Southwest, Nigeria.
- iii) there is need to investigate on how professional development programmes can increased self-efficacy and job commitment that will eventually lead to lecturers performance in colleges of education in Nigeria.

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## Appendix 1

### Professional Development, Self-efficacy, Job Commitment, Lecturers' Performance Scale (PDSJCLPS)

Dear Sir / Madam,

A study is being conducted among Lecturers in Nigeria Colleges of Education in Southwest, Nigeria. Your participation is considered very crucial for its success.

It shall be appreciated if you can attend to the accompanying questionnaire. I assure you of the confidentiality of information provided as it will only be used for research purpose.

Thank you for the anticipated assistance and cooperation.

Adesina Azeez.

#### Questionnaire Number

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#### Section A: Demographic Profile.

Name of the college: .....

(1) Gender:

Male	
Female	

(2) What is the ownership status of the college?

Federal	
State	
Private	

(3) What is your status in the college?

Assistance lecturer	
Lecturer iii	
Lecturer ii	
Lecturer i	

Senior Lecturer	
Principal Lecturer	
Chief Lecturer	

(4) For how long have you being in the service of the college?

Record in year

--	--

(5) What is your highest educational qualification?

<b>Educational Qualification</b>	
NCE	
HND	
Bachelor's Degree	
Master Degree	
Ph.D.	

### Section B1: Professional Development

(6) How many times have you participated in these programmes?  
Professional Development Programmes

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>More than 5</b>
1	Seminar						
2	Conference ..... Local						
3	Conference.....International						
4	Workshop						
5	Training						

## Section B2: Professional Development Programmes

Please indicate your level of agreement to the following statement. There is no right or wrong answer; it is your opinion that matters. Place a right tick (  ) in the appropriate box

s/n	Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1	Attending seminars has greatly improved my teaching methodology				
2	Attending local conferences has exposed me to new ideas in my field of study				
3	Attending international conferences has exposed me to different ways of solving problems in school				
4	Participating in workshops has enhanced my career prospect.				
6	Participating in training has exposed me to international ideas and innovations				

## Section C: Self-efficacy

(1) Please indicate your level of agreement to the following statements. There is no right or wrong answer; it is your opinion that matters. Place a right tick (  ) in the appropriate box.

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	I can manage to solve difficult problems.				
2	I can find the means to get what I want,				
3	I always accomplish my goals if I stick to my aims.				
4	I have confident to deal with unexpected events,				
5	I can handle unforeseen situations.				
6	I can solve problems if I invest necessary effort.				
7	I can rely on my coping abilities when facing problem.				
8	I can find solution to several problems that confronted me.				
9	I always think of solution to problem				

10	I can handle problem that comes my way.				
----	---	--	--	--	--

### Section D: Job Commitment

(1) Please indicate your level of agreement to the following statements. There is no right or wrong answer; it is your opinion that matters. Place a right tick ( ) in the appropriate box.

S/ N	Items	1	2	3	4
		<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1	I enjoy working with students				
2	I establish meaningful academic relationship with students.				
3	I treat student equally in order to ensure their academic growth.				
4	I truly care for the students				
5	Always look for instructional material to teach the learner				
6	Rarely get late to class or school.				
7	Actively involved in school activities				
8	Take school work home in order to meet target				
9	Willingly accepts and obey the value and goals of school				
10	I find it easy to cope with school policies and laws				

### Section E: Lecturers' Job Performance

(1) Please indicate your level of agreement to the following statements. There is no right or wrong answer; it is your opinion that matters. Place a right tick ( ) in the appropriate box.

S/ N	Items	1	2	3	4
		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Always punctual in school.				
2	Always attend Classroom teaching.				
3	Present in the departmental and faculty meetings.				
4	Submit student marks and results regularly.				
5	Always involved in examination supervision in the department.				

**Thank you so much for your cooperation**

## Appendix 11

### Names of Colleges of Education in Southwest, Nigeria and Population of all lecturers.

S/N	State	College of Education	Ownership of colleges	Numbers of lecturers	Total
1	Ogun	Federal College of Education, Osiele.	Federal	281	760
2		Tai Solarin College of Edu, Omu Ijebu	State	197	
3		Aworì District College of Edu ,Ijako-ota	Private	62	
4		Piaget College of Edu, Ibara Abeokuta,	Private	70	
5		Royal City College of Education, Iyesi, Otta,	Private	55	
6		Yewa Central College of Edu, Abeokuta	Private	95	
7	Osun	Osun State College of Education, Ila Orangun	State	180	535
8		Osun State College of Education, Ilesha	State	149	
9		Foreignlink Coll of Edu, Sekona, Moro,Ife	Private	71	
10		Collge of Education, Moro-Ife	Private	65	
11		Assanusiyah College of Edu, Ode-Omu	Private	70	
12	Oyo	Federal College of Edu, (Special), Oyo	Federal	306	1039
13		Emmanuel Alayande College of Edu, Oyo	State	394	
14		Delar College of Education,Ibadan.	Private	66	
15		Al-Ibadan College of Education, Ibadan	Private	66	
16		Muritadha College of Education, Ibadan.	Private	70	
17		Mufutau 'Lanihun College of Edu, Ibadan	Private	72	
18		Best Legacy College of Education, Ogbomoso.	Private	65	
19	Ekiti	College of Education, Ikere-Ekiti.	State	304	304

20	Ondo	Adeyemi College of Education, Ondo.	Federal	311	456
21		Bethel College of Education, Ijare	Private	70	
22		Festmed College of Edu, Ajowa Akoko.	Private	75	
23	Lagos	Federal Coll. of Edu (Tech), Akoka, Lagos	Federal	213	1201
24		Adeniran Ogunsanya Coll of Education, Ijanikin, Lagos	State	280	
25		Micheal Otedola Coll of Primary Education, Naforija, Epe	State	135	
26		St. Augustine Coll. of Education, Akoka, Lagos	Private	101	
27		Topmost College of Education, Ipaja,	Private	70	
28		Bayo Tijani College of Education, Ikotun.	Private	65	
29		Corona College of Education, Lekki.	Private	90	
30		The Africa Church College of Edu, Agege.	Private	72	
31		Corner Stone College of Education, Lagos	Private	90	
32		Ansar-ud-deen Coll. of Edu, Isolo, Lagos	Private	85	
Grand total				4295	4925

**Source:** NCCE, 2016 and JAMB Brochure, 2018/2019. Researcher, 2021.

## Bio-data

- 1.1. **Name:** AZEEZ, Adesina Adedejo.
- 1.2. **Date of Birth:** 22/10/1976.
- 1.3. **Nationality:** Nigerian.
- 1.4. **Permanent Home Address** 3, Oluwalogbon Street, Cocoa 1, Amuloko, Ibadan, Oyo State.
- 1.5. **Current Postal Address** P.O Box 30929, Secretariat, Oyo State.
- 1.6. **Marital Status:** Married.

**1.7. Educational Institutions Attended With Dates:**

- |       |  |             |
|-------|--|-------------|
| (i)   | Lead City University, Ibadan, Oyo State. | 2019 - 2022 |
| (ii)  | University of Ibadan, Ibadan.            | 2006 - 2008 |
| (iii) | University of Ilorin, Ilorin.            | 1999 - 2003 |
| (iv)  | Kwara State College of Education, Oro.   | 1994 - 1996 |
| (v)   | Ogbaagbaa Community Grammar school, Iwo. | 1989 - 1991 |

**2.0. Academic/Professional Qualifications With Dates:**

- |       |   |                |
|-------|---|----------------|
| (i)   | PhD. (Educational Management)                                       | <b>in view</b> |
| (ii)  | Master of Education.(M.Ed.) Educational Management                  | 2009           |
| (ii)  | Bachelor of Education.(B. Ed) Educational Management                | 2003           |
| (iii) | Nigeria Certificate in Education(NCE) Economics / Political Science | 1996           |
| (iv)  | Senior School Certificate   | 1991           |

**2.1. Name and Address of Present Employer, Stating Post Held**

- |   |             |              |
|---|-------------|--------------|
| 1. Al-Ibadan College of Education, Ibadan, Oyo State      | Lecturer 11 | 2009-to date |
| 2. Olabisi Onanbanjo University, consult, Mokola, Ibadan. | PT-Lecturer | 2007-to date |

**2.2. Academic Distinctions/ Special Awards:**

1. Department prize-Best final year student in Education Management 2002/2003 session.
2. Faculty of Education prize-Best final year student in Educational Management - 2002/2003 sessions.
3. Faculty of Education prize-Best final year student in Personnel Management 2002/2003 session.

**2.3. Administrative Exposure:**

I. Contributions to Department/School

- |                                   |              |
|-----------------------------------|--------------|
| 1. Chairman staff Forum committee | 2010 to date |
|-----------------------------------|--------------|

2. Member of Budget and Planning Committee 2010 to date
3. Secretary Teaching Practice Committee 2011 to date

#### **2.4. Co-Curricular Activities**

1. Travelling & Reading

#### **2.5. Other Relevant Information:**

1. Registered Teacher, Teachers' Registration Council of Nigeria TRCN/OY/00/00752 2012
2. Associate Member of Nigerian Institute of Management, (AMNIM) 2013 to date

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### **The University Compliance Certificate**

This is to certify that the thesis by AZEEZ, Adesina Adedejo in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is full compliance with the approved University Format and Style.

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Signature

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Date

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