Lecturers' Professional Ethics, Talent Management Strategies and Job Performance in Public Colleges of Education in Southwest, Nigeria

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Being a PhD Thesis Submitted to the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria

In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy Degree (PhD) in Educational Management

2025

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Certification

This is to certify that Oluwumi Olatunde AKINOLA, with matriculation number LCU/PG/003088, completed the research work titled "Lecturers' Professional Ethics, Talent Management Strategies and Job Performance in Public Colleges of Education in Southwest, Nigeria" in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

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Prof Afolakemi Olasumbo Oredein Supervisor	**Date**
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Dedication

This work is dedicated to all my family members and those who I have passed through in making my life meaningful.

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Acknowledgment

I am very grateful to the authority of Lead City University, Ibadan, Oyo state, for being allowed to undergo the programme. Also, I am grateful to all the public colleges of Education in Southwest, Nigeria, for providing a rich source of information needed for the research work.

My gratitude goes to the Department of Arts and Social Science Education, Lead City University, Ibadan, for the knowledge gained during the study. I am very grateful to my able supervisor, Prof. Afolakemi Olasumbo Oredein, who is also the Provost of Postgraduate College at Lead City University, Ibadan. She is a teacher, mentor, and mother indeed; her wealth of knowledge will not run dry. I appreciate her. I thank her for her guidance. My appreciation goes to all my able and committed lecturers in my Department and Faculty starting with the Head of Department, Ass. Prof. Oluyomi Susan Pitan, Professor Donald Odeleye, Professor Phillians Olatunde Yara, Professor Senimotu Ileuma, Ass. Prof. Toyin Oyedeji, Ass. Prof. Ukamaka Akuche, Ass. Prof. Monilola Oyetade, Dr. Olabisi Killian, Dr. Mojirade Ayantunji, Dr. Christianah Sam Kayode, Dr. Omobola Gambo, Dr. Seyi David, Dr. Moyinoluwa Owojori, Dr. Deborah Ayeni, Dr. Albert Ayodele Olaniyi, Dr. Yejide Ibikunle, Dr. Hafsat Abdulsemihi, Dr. Joseph Kolashi, Dr. Chinenye Obadimeji, and Miss. Dolapo Awoniyi for their contributions in assisting in one way or the other.

My appreciation goes to my family members, starting from my wife, Mrs. Oluwakemi Akinola, and my children, Precious, Gladys, Taiwo, and Kehinde, for providing supportive efforts; their care and love are appreciated. Also, my appreciation goes to my brothers and sisters, and all Staff in the School of Education, Federal College of Education (Special), Oyo. My special thanks go to my spiritual father, Rev. (Dr.) O. O. Bamidele, I thank him for all his prayers over me.

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"Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any are found in the work".

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Abstract

Ethics and talent management in lecturers' job performance cannot be overemphasised. This has given some concerns to stakeholders as the ethics and talent management seem to be dwindling, thus reflecting on the lecturers' job performance. The severity of this issue lies in its potential repercussions, including a decline in the quality of education, decreased student satisfaction, disengagement from learning, and hindered academic performance. Previous studies had examined professional ethics and talent management separately; few had holistically explored their interplay and collective influence on lecturers' job performance, particularly within colleges of education in Southwest Nigeria. This gap in the literature necessitated the present study on lecturers' professional ethics, talent management strategies, and job performance in public colleges of education in Southwest Nigeria. The research was anchored on social exchange theory and institutional theory. The study employed a descriptive research design. Three research questions were raised and answered, and five hypotheses were formulated and tested. Data were analysed using descriptive statistics for research questions and inferential statistics for hypotheses. The population comprised 2,574 lecturers and 14,619 second-year students from public colleges of education in Southwest Nigeria. A multi-stage sampling procedure incorporating various techniques such as total enumeration, simple random sampling, and the Taro Yamane formula was used to select a sample size of 840 lecturers and 2,992 second-year students. Data were collected using a self-structured questionnaire for lecturers and interviews for students. The reliability of the instruments was determined using Cronbach's alpha and Cohen's Kappa ($\alpha = 0.831$ and $\kappa = 0.73$). The findings revealed that lecturers' job performance was at a moderate level ($\bar{x} = 2.51$), while their adherence to professional ethics was also moderate ($\bar{x} = 2.90$). However, the level of talent management strategies employed in colleges of education was found to be low ($\bar{x} = 2.44$). Further analysis indicated that lecturers' professional ethics and talent management strategies had a significant combined influence on lecturers' job performance ($Adj.R^2 = 0.111$) and ($F_{(2,770)} = 49.118$; $p < 0.05$). Individually, both lecturers' professional ethics ($\beta = 0.185$, $t = 5.203$, $p < 0.05$) and talent management strategies ($\beta = 0.340$, $t = 9.589$, $p < 0.05$) significantly influenced job performance. Additionally, there is significant institutional difference in the level of lecturers' professional ethics, talent management strategies and job performance in public colleges of education in Southwest ($p < 0.05$). In conclusion, improving lecturers' effectiveness requires a stronger emphasis on professional ethics training, strategic talent management practices, and the elimination of systemic barriers. The study recommended that colleges of education managers should prioritise continuous professional development through regular workshops, mentorship programmes, and initiatives aimed at strengthening teaching, research, and community engagement.

Keywords: Lecturers' Professional Ethics, Talent Management Strategies, Job Performance, Public Colleges of Education

Word Count: 439

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Chapter One

Introduction

1.1 Background to the Study

In today's rapidly evolving educational landscape, the role of colleges of education and the job performance of educators within these institutions have become more crucial than ever. As we strive for excellence in education, it is essential to understand the intricate dynamics that drive job performance in colleges of education, exploring the factors that influence the effectiveness of educators and the resulting impact on student outcomes. Job performance refers to the effectiveness and efficiency with which an individual carries out their work responsibilities and achieves their goals within an organization [1]. It encompasses the quality, quantity, and timeliness of work, as well as the individual's ability to meet and exceed expectations.

Lecturer job performance refers to the evaluation and assessment of an individual's effectiveness and competence in fulfilling their responsibilities as a lecturer in an educational institution [1, 2]. It encompasses various aspects, including teaching, research, professional development, student engagement, and overall contribution to the academic environment. Evaluating a lecturer's job performance is essential for maintaining quality education and ensuring that the educational goals of an institution are met. Teaching is a fundamental aspect of a lecturer's job performance [3]. It involves delivering lectures, conducting seminars, leading discussions, and assessing student learning [3]. Effective lecturers are knowledgeable in their subject matter, possess excellent communication skills, and employ pedagogical techniques that facilitate student understanding and engagement. They create a supportive and inclusive learning environment, encourage critical thinking, and provide constructive feedback to help students grow academically. When assessing the job performance of an academic staff member, including colleges of education, it is crucial

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to evaluate their performance in three key areas: Research and Scholarly Activities, Teaching duties, and Community Service[4, 5]. These components provide a comprehensive framework for understanding the multifaceted responsibilities and contributions of an academic staff member within an educational institution. Each of these areas will be discussed in detail in the subsequent paragraphs.

Research is one of the significant components of a lecturer's job performance, particularly in higher education institutions. While the emphasis on research may vary based on the institution's priorities, lecturers are often expected to contribute to the existing body of knowledge in their field through scholarly activities such as conducting research projects, publishing papers, and participating in conferences. Engaging in research enhances a lecturer's expertise, keeps them up-to-date with the latest advancements, and enables them to bring real-world applications and insights into their teaching [6]. Research and scholarly activities also encompass the academic staff member's ability to engage in original research, publish scholarly work, and contribute to the advancement of knowledge in their field [7]. This includes conducting experiments, collecting data, analyzing findings, and disseminating research outcomes through publications in academic journals, conferences, or books. The quality and impact of their research, such as the number of citations and collaborations, grants obtained, and participation in research projects, are important indicators of their success in this area. Evaluating research and scholarly activities allows institutions to assess an academic staff member's intellectual contribution and their ability to stay current in their field [7].

Lecturers in Nigerian colleges of education have been observed to have deficiencies in their research and scholarly activities, which are essential for evaluating their job performance, and these shortcomings have had a direct impact on the quality of education at this level, [8,9]. One notable consequence is an outdated curriculum, resulting from

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insufficient research engagement, which hampers the development and updating of the educational curriculum. In the absence of active research participation, lecturers may rely on obsolete teaching materials and methods, thereby hindering the delivery of current and relevant content to students [10]. Consequently, this situation adversely affects the quality of education and its alignment with contemporary educational practices[11]. Moreover, limited innovation is a consequence of inadequate research involvement among lecturers. Research plays a crucial role in driving innovation within the field of education, as it identifies best practices, innovative teaching methods, and effective interventions that enhance student learning outcomes. When lecturers are not actively engaged in research, the classroom lacks fresh ideas and innovative approaches[12]. Consequently, teaching methods stagnate, leading to missed opportunities for improving the overall quality of education[12].

Inadequate problem-solving skills among lecturers also result from insufficient research activities. In other words, engaging in research nurtures critical thinking and problem-solving abilities, as it encourages lecturers to analyze educational challenges, propose solutions, and contribute to the advancement of knowledge in their respective fields. When research involvement is low, lecturers may struggle to develop effective strategies for addressing educational issues, consequently impeding progress and improvement in the quality of education. Additionally, limited access to current knowledge arises when lecturers are not actively participating in research endeavors. Research activities enable lecturers to remain up-to-date with the latest developments and research findings within their respective fields[6]. Through active research participation, they gain access to current knowledge and emerging trends that can inform their teaching practices[6]. Conversely, minimal research involvement deprives lecturers of exposure to new ideas, theories, and evidence-based practices, potentially resulting in a gap between the content they deliver and the evolving educational landscape.

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Furthermore, the poor level of research engagement leads to missed opportunities for collaboration among lecturers, both within and outside their institutions, nationally and internationally. Research activities often involve collaborative efforts, fostering the exchange of ideas, shared learning, and networking opportunities [13]. When lecturers are not actively involved in research, they miss out on potential collaborations, thus hindering collective efforts to improve the quality of education through joint research endeavors. The deficiencies in research and scholarly activities among lecturers in Nigerian colleges of education have significant implications for the quality of education at that level. These deficiencies manifest through an outdated curriculum, limited innovation, inadequate problem-solving skills, limited access to current knowledge, and missed opportunities for collaboration. Addressing these shortcomings and fostering a research-oriented culture among lecturers is essential for enhancing the overall quality of education in Nigeria's colleges of education.

Teaching duties encompass the primary instructional responsibilities of a lecturer and serve as the foundation of their role within higher education [14]. These duties involve planning and preparing lessons, delivering lectures, managing classroom activities, assessing student learning, and providing academic guidance. Research indicated that institutional performance models now integrate teaching quality as a key component alongside research and community service, especially within the framework of the "tri dharma" in many higher education contexts[14].

Community service is an essential aspect of an academic staff member's responsibilities, alongside teaching and research. It entails actively engaging in activities that benefit the institution, local community, and the academic profession as a whole[15]. This involvement can take various forms, such as serving on committees, taking up academic leadership positions, participating in outreach programs, joining professional

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organizations, and collaborating with external partners. The primary purpose of community service is to showcase an academic staff member's dedication to the mission of their institution, their willingness to contribute to the broader academic community, and their ability to apply their expertise for the betterment of society[15]. Evaluating the community service contributions of academic staff acknowledges the value of their efforts in establishing networks, enhancing the institution's reputation, and promoting public engagement.

Within the Nigerian education system, lecturers in colleges of education have diverse roles and responsibilities, including teaching, research, and community service. While many lecturers diligently fulfill their teaching and research obligations, it appears that a significant number of them are falling short in terms of providing community service. This deficiency is evident through insufficient of community engagement initiatives, limited involvement in community-based research, minimal participation in community events, inadequate collaborations and partnerships, and insufficient integration of community service in teaching [16, 17]. Addressing this issue requires concerted efforts to encourage and support lecturers in actively engaging in community service. Institutions should promote a culture that values and recognizes community service, provide appropriate resources and incentives, and create opportunities for lecturers to collaborate with local communities and external partners. Additionally, integrating community service into the curriculum and offering professional development programs can help enhance lecturers' understanding and capacity to fulfill this crucial aspect of their roles. By prioritizing and strengthening community service, Nigerian lecturers can actively contribute to the advancement of their institutions, foster positive relationships with the local community, conduct impactful research, and prepare students to become socially responsible citizens.

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Extensive research has elucidated a multitude of factors that wield influence over the job performance of lecturers in colleges of education. However, the present study endeavors to specifically examine the influence of Lecturers' Professional Ethics and Talent Management Strategies on the job performance of lecturers in public colleges of education in Southwest, Nigeria. Lecturer's professional ethics refer to the moral principles and values that guide the behaviour and conduct of individuals in the teaching profession[18]. These ethics are important as they help ensure the quality and integrity of education, promote trust and respect between educators and students, and uphold the professional standards of the teaching profession[19]. Respect for students' rights and dignity is one of the indicators of a lecturer's professional ethics, encompassing the recognition and appreciation of students' inherent worth and autonomy. It entails treating students fairly, upholding their fundamental rights, and fostering an environment that honors their individuality [20].

However, a critical examination of this aspect reveals certain considerations that must be taken into account. Firstly, it is essential to acknowledge the power dynamics that exist within the classroom, with lecturers holding positions of authority and influence [21]. These dynamics can potentially impede the realization of students' rights and dignity. Therefore, lecturers must be cognizant of the potential imbalances and proactively work to mitigate their negative effects. This may involve cultivating an inclusive and supportive learning environment that encourages open dialogue and respects diverse perspectives. Cultural sensitivity is also paramount in respecting students' rights and dignity[21]. Given the diverse backgrounds from which students come, lecturers must be mindful of differing values, beliefs, and norms[21]. They should refrain from imposing their own biases or values on students and instead create an atmosphere that celebrates and embraces diversity. By doing so, all students can feel valued and supported in their educational journey. Additionally, it is crucial to strike a balance between students' rights and lecturers'

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responsibilities[22]. While students have certain entitlements, such as freedom of expression, lecturers also have obligations to maintain order, create a conducive learning environment, and uphold academic standards. Navigating these complexities can be challenging, but it is imperative to find a harmonious equilibrium that upholds both rights and responsibilities. Furthermore, respecting students' rights and dignity encompasses protecting their privacy and maintaining confidentiality[23]. Lecturers must handle student information, grades, and personal disclosures with utmost care and ensure their confidentiality.

However, there may be circumstances where legal or ethical obligations require lecturers to breach confidentiality, such as reporting concerns about student welfare or safety. Balancing the need for privacy with fulfilling these obligations is a delicate matter that requires careful consideration. While respecting students' rights and dignity serves as a vital aspect of a lecturer's professional ethics, it necessitates ongoing reflection, cultural sensitivity, and a delicate balancing act between power dynamics, responsibilities, and individual student needs. By critically examining this indicator, educators can navigate complex ethical dilemmas and foster a supportive and inclusive learning environment for all students. Ethical conduct in teaching and assessment constitutes a foundational element of a lecturer's professional ethics. It encompasses the unwavering commitment to moral principles and values in the processes of instructing and evaluating students[24]. Ethical conduct in teaching and assessment assumes paramount importance in ensuring equity, cultivating a positive learning milieu, and upholding the integrity of the educational system. Nevertheless, a critical examination of this facet reveals several salient considerations. Primarily, maintaining equitable practices in teaching and assessment can present challenges. Lecturers must diligently strive to provide equitable opportunities for all students, irrespective of their background or circumstances. However, biases and prejudices, whether conscious or unconscious, can inadvertently seep into the teaching and

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assessment process[25]. Consequently, lecturers must engage in rigorous self-reflection, implement inclusive pedagogical strategies, and employ assessment methodologies that are objective and unbiased. Secondly, striking an optimal equilibrium between academic rigor and student support assumes paramount significance. While upholding rigorous academic standards is imperative, ethical conduct necessitates that lecturers provide requisite support and guidance to facilitate student learning. Lecturers should foster an environment that encourages students to seek assistance, offer constructive feedback, and profer resources for academic advancement[26]. Transparency in teaching and assessment represents an indispensable tenet of ethical conduct[27].

Lecturers must effectively communicate learning objectives, assessment criteria, and expectations to students. Transparent communication ensures students' comprehension of the requisite benchmarks, minimizing confusion or disparities[27]. Additionally, fostering transparency fosters trust between lecturers and students, engendering a positive and accountable learning environment. Moreover, ethical conduct in assessment entails preserving the confidentiality and security of students' work. Lecturers must ensure the confidential treatment of student submissions, safeguarding against unauthorized access or disclosure. Furthermore, lecturers should diligently combat academic dishonesty and implement robust measures to detect and deter instances of plagiarism or cheating. Ethical conduct in teaching and assessment necessitates an ongoing commitment to professional development. Lecturers should remain abreast of emerging advancements in their field, regularly update their teaching methodologies, and continuously refine their assessment practices[28]. Engaging in reflective practices and soliciting feedback from colleagues and students further augments ethical conduct in teaching and assessment.

Ethical conduct in teaching and assessment occupies a pivotal position within a lecturer's professional ethics. By fostering equity, supporting student learning, and

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upholding the integrity of the educational system, this facet necessitates critical examination to address biases, strike a balance between rigor and support, promote transparency, safeguard confidentiality, and encourage continuous professional development[29]. Through unwavering adherence to ethical principles, lecturers contribute to the establishment of an inclusive and ethically sound learning environment for their students.

Adhering to professional standards and guidelines is widely recognized as an essential element of a lecturer's professional ethics. The teaching profession, with its significant influence on students' intellectual and personal development, requires educators to uphold a set of established norms, principles, and guidelines that govern their conduct and practice[30]. These standards and guidelines are designed to ensure the quality and integrity of education, promote equity and fairness, and maintain the trust and confidence of students, colleagues, and the wider educational community. The scholarly discourse surrounding professional ethics in teaching has shed light on the significance of adhering to professional standards and guidelines. Such adherence is considered crucial for creating a conducive and ethical learning environment, where students can flourish intellectually and develop essential skills for their personal and professional lives. The ethical conduct of lecturers encompasses various dimensions, including respect for students' rights and dignity, ethical behaviour in teaching and assessment, and adherence to professional standards and guidelines.

While the concept of professional standards and guidelines forms a fundamental pillar of a lecturer's professional ethics, it is essential to subject this aspect to critical examination. Scholars have highlighted several pertinent considerations in understanding the implications and nuances of adhering to professional standards and guidelines in the teaching profession[31, 32]. One key consideration is the need to evaluate the relevance and

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applicability of professional standards and guidelines across different educational contexts, disciplinary domains, and jurisdictional frameworks. These standards may exhibit variations, necessitating a discerning assessment of their suitability to specific teaching milieus. Lecturers must engage in critical reflection and adapt these standards to align with their unique teaching context, while simultaneously ensuring the welfare and interests of students. Another crucial aspect is the recognition of potential limitations and gaps in existing professional standards and guidelines. As the teaching profession evolves and encounters new challenges, educators face ethical dilemmas that may not be explicitly addressed by prevailing standards.

Scholarly inquiry emphasizes the importance of continuous professional development and active involvement in shaping the ongoing discourse and evolution of professional standards, ensuring their responsiveness to emerging ethical issues[33]. Moreover, the implementation of professional standards and guidelines should go beyond mere compliance. Ethical decision-making requires lecturers to critically examine the practicality, effectiveness, and ethical implications of these standards in their daily practice[34]. The transparent and reflective application of these standards fosters an environment of trust and accountability, where the well-being and academic progress of students are prioritized. Furthermore, the periodic review and revision of professional standards and guidelines are vital to accommodate societal changes, advances in pedagogical research, and evolving expectations[35]. Lecturers are encouraged to participate actively in this process, contributing their insights and expertise to ensure that professional standards remain relevant, inclusive, and aligned with contemporary educational needs.

The adherence to professional standards and guidelines constitutes an integral component of a lecturer's professional ethics. While these standards serve as a framework for maintaining quality and integrity in education, critical examination is essential to

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evaluate their relevance, address potential limitations, foster reflective practice, support ongoing professional development, and navigate potential conflicts. By upholding and critically evaluating professional standards and guidelines, lecturers contribute to the advancement and ethical practice of the teaching profession, thereby promoting optimal learning experiences for students. Despite the importance of lecturer professional ethics in achieving a high level of job performance among academics in any institution of learning as spelled out above the issue of poor lecturer's professional ethics among lecturers in Colleges of Education in Nigeria seems to persist and requires critical examination. One of the significant problems observed in this regard is the lack of dedication to teaching[36]. Some lecturers in Colleges of Education may exhibit a lack of commitment to their profession, often resulting in poor teaching quality.

This can manifest in various ways, such as inadequate preparation for lectures, failure to update their knowledge and teaching methods, or failing to provide timely and constructive feedback to students. This lack of dedication compromises the learning experience of students and undermines the overall educational system. Another issue is favoritism and unfair treatment[37]. Some lecturers may engage in biased practices, giving preferential treatment to certain students based on personal affiliations or other factors unrelated to academic performance. This undermines the principles of fairness, meritocracy, and equal opportunities in education. Such practices not only erode the trust and confidence of students but also contribute to a negative learning environment. Furthermore, the issue of absenteeism and irregularities in class attendance is prevalent among some lecturers [38]. This behaviour is detrimental to students' academic progress, as they may miss out on important lectures, discussions, and interactions. When lecturers are frequently absent without valid reasons, it sends a message of indifference and apathy towards their responsibilities. Plagiarism and academic dishonesty are also concerns in

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some instances[39]. Lecturers are expected to uphold academic integrity and discourage any form of cheating or plagiarism among students.

However, some lecturers themselves may engage in such unethical practices by presenting others' work as their own or encouraging students to engage in plagiarism. This not only undermines the value of education but also sets a poor example for students, who may perceive unethical behaviour as normal. To illustrate these assertions, consider a scenario where a lecturer in a College of Education consistently arrives late for classes, unprepared and disengaged. The lecturer may spend minimal effort in teaching and fail to address students' questions adequately. This lack of professionalism affects the quality of education provided, leaving students frustrated and disinterested in the subject matter. Another illustration can be seen in instances where lecturers demonstrate favoritism by giving higher grades to students, they have personal relationships with, regardless of their actual performance. This unfair treatment creates a sense of injustice among other students and undermines the credibility of the educational institution.

The issue of poor lecturer's professional ethics in Colleges of Education in Nigeria is a matter of concern that needs to be addressed. The perceived poor dedication, favoritism, absenteeism, and academic dishonesty among some lecturers compromise the quality of education and undermine the principles of fairness and integrity. The issues of poor lecturer's professional ethics discussed earlier can significantly contribute to the observed low level of job performance among academic staff in Colleges of Education in Southwest Nigeria. These factors interact and influence each other, ultimately impacting the overall quality of education and the performance of lecturers. When lecturers lack dedication and enthusiasm for their profession, it directly affects their motivation and engagement levels. This lack of commitment leads to subpar performance in terms of teaching effectiveness, student support, and academic guidance. Consequently, the quality of education and the

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learning experience of students suffer, resulting in lower academic performance and reduced student satisfaction. Moreover, the actions and behaviours of lecturers reflect on the reputation of the educational institution.

When lecturers exhibit poor professional ethics, such as absenteeism, favoritism, and inadequate teaching practices, it compromises the institution's integrity and devalues the qualifications awarded to students. This negatively impacts the institution's reputation, making it challenging to attract quality students, secure funding, and maintain a positive standing within the academic community. The presence of poor lecturer professional ethics also contributes to the development of a negative organizational culture within the College of Education[40]. When unethical practices are tolerated or even condoned, it creates an environment where professionalism and ethical behaviour are not valued. This results in a decline in morale, increased disengagement, and a lack of accountability among academic staff, further exacerbating the low level of job performance. Furthermore, lecturers who engage in unethical practices may impede their own career progression and professional growth[41]. In academia, career advancement often relies on research output, teaching evaluations, and contributions to the field. When lecturers fail to meet these expectations due to poor job performance resulting from unethical practices, it limits their opportunities for promotions, recognition, and other professional advancements. Overall, poor lecturer professional ethics contribute to a cycle of low job performance, affecting the quality of education, institutional reputation, organizational culture, and individual career progression. It is crucial to address these issues to create an environment that values professionalism, and ethical behaviour, and ultimately enhances the job performance of academic staff in Colleges of Education in Nigeria.

The second independent variable in this study “Talent management strategies” refers to the comprehensive approaches and practices implemented by organizations to

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attract, identify, develop, and retain talented individuals within their workforce[42]. These strategies recognize that talented employees are valuable assets who can contribute significantly to an organization's success and competitive advantage. In the context of higher institutions of learning, talent management strategies play a crucial role in attracting, developing, and retaining talented faculty members, researchers, and administrative staff. These strategies are designed to enhance the institution's academic reputation, foster a culture of excellence, and ensure the continuous growth and success of the organization. Lecturer talent management strategies in higher education focus specifically on attracting, developing, and retaining highly skilled and talented individuals in academic teaching positions[43].

These strategies aim to create an environment that supports the growth and success of lecturers while enhancing the quality of education provided. Employee engagement and retention are critical indicators of the effectiveness of lecturer talent management strategies in higher institutions of learning. In the context of higher education, attracting, developing, and retaining talented lecturers is crucial for maintaining teaching quality, fostering student success, and enhancing the institution's academic reputation. Thus, understanding the factors that contribute to employee engagement and retention among lecturers is essential for designing effective talent management strategies. Employee engagement refers to the level of emotional and intellectual connection that lecturers have with their work, colleagues, and the institution[44]. Engaged lecturers are motivated, enthusiastic, and actively seek opportunities to improve their teaching, engage with students, and contribute to the academic community. Their dedication and passion have a positive impact on the teaching and learning environment, leading to enhanced educational outcomes and institutional success.

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Employee retention, on the other hand, refers to an institution's ability to retain talented lecturers over an extended period[45]. Retaining experienced and skilled lecturers is vital for maintaining teaching quality, ensuring continuity in academic programs, and minimizing disruptions[45]. High turnover rates can have detrimental effects on an institution's reputation and student satisfaction. Performance management is a crucial aspect of talent management strategies in higher institutions of learning. It involves the systematic process of setting performance expectations, providing feedback, and assessing the performance of lecturers[46]. Effective performance management ensures that lecturers are aligned with institutional goals, receive guidance for improvement, and are recognized for their achievements[47]. Understanding the role and implementation of performance management in higher education is essential for enhancing teaching quality, promoting professional growth, and supporting the overall success of the institution. Performance management in higher education encompasses several key elements, including goal setting, feedback, and performance evaluation[48].

Setting clear performance expectations and goals for lecturers helps align their efforts with institutional objectives[48]. Feedback plays a vital role in providing guidance and support to lecturers, enabling them to enhance their teaching practices and address any areas requiring improvement[48]. Regular performance evaluations assess lecturers' progress, recognize their accomplishments, and identify development areas. Talent management strategies in higher education should incorporate effective performance management practices to ensure the continuous improvement of teaching quality and lecturers' professional development. These strategies aim to create an environment that promotes transparency, accountability, and growth opportunities for lecturers. Succession planning is a crucial component of talent management strategies in higher institutions of learning. It involves identifying and developing individuals with the potential to fill key leadership

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positions in the future[49]. Succession planning ensures a smooth transition of leadership, minimizes disruptions and maintains institutional continuity[50].

Understanding the factors that influence succession planning in higher education is essential for designing effective talent management strategies. In the context of higher education, succession planning aims to identify and groom potential successors for positions such as department heads, deans, and other administrative roles. It recognizes the importance of cultivating a pipeline of qualified individuals who possess the necessary skills, knowledge, and leadership potential to assume critical positions within the institution[51]. Talent management strategies in Colleges of Education, particularly in Southwest, Nigeria, encounter specific challenges related to employee engagement and retention, performance management, and succession planning. Understanding these issues is crucial for developing effective talent management practices that address the unique context of Colleges of Education in Southwest, Nigeria. Employee engagement and retention pose significant concerns in Colleges of Education in Nigeria. Lecturers and staff may experience low engagement due to factors such as limited professional development opportunities, insufficient recognition for their contributions, a lack of involvement in decision-making processes, and inadequate work-life balance.

These issues can lead to decreased job satisfaction and higher turnover rates, impacting the stability and quality of education within these institutions. Retaining top talent is particularly challenging in Colleges of Education. Intense competition for qualified individuals, limited career advancement prospects, uncompetitive compensation and benefits packages, and a lack of supportive organizational culture contribute to the difficulties in talent retention. These factors can result in talented lecturers and staff seeking opportunities elsewhere, leading to a loss of expertise and institutional knowledge within the Colleges of Education in Southwest, Nigeria. Performance management practices in

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Colleges of Education may face issues such as inconsistent evaluation methods and limited opportunities for professional development. Subjective evaluation criteria, unclear performance expectations, insufficient feedback and guidance, and a lack of alignment between individual goals and institutional objectives can hinder effective performance management. Additionally, the availability of limited resources and support for professional development may impede lecturers and staff from enhancing their skills, staying updated in their fields, and reaching their full potential.

Succession planning in Colleges of Education within southwest Nigeria encounters challenges associated with comprehensive programmes and diversity and inclusion. Inadequate talent identification processes, limited leadership development initiatives, and a lack of long-term planning hinder effective succession planning. Furthermore, the limited focus on diversity in leadership positions limits representation and the inclusion of diverse perspectives, impacting the ability of Colleges of Education to address the needs of a diverse student population and fully leverage the benefits of diverse leadership. Addressing these challenges specific to Colleges of Education in southwest Nigeria is crucial for developing evidence-based interventions and practices that enhance employee engagement and retention, improve performance management, and strengthen succession planning. By effectively managing talent in these areas, Colleges of Education can create a supportive work environment, attract and retain top talent, promote excellence in teaching, and ensure long-term success in fulfilling their educational mission. Against this background, this study investigates the influence of Lecturers' Professional Ethics and Talent Management Strategies on Job Performance in Public Colleges of Education in Southwest, Nigeria.

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1.2 Statement of the Problem

In public colleges of education in Southwest, Nigeria, the influence of lecturer's professional ethics and talent management strategies on job performance seems to have become a matter of significant concern, posing a critical challenge to the educational system. The severity of this problem lies in the potential repercussions it may have on the overall educational system including but not limited to a decline in the quality of education delivered, decreased student satisfaction, disengagement from learning, and impeded academic and personal growth of the students. Furthermore, poor talent management strategies may contribute to high turnover rates and the loss of valuable expertise within the teaching staff. This constant turnover, however, somehow may disrupt the continuity of educational programs and undermine the stability and growth of colleges of education. Studies have addressed professional ethics or talent management separately, and few have holistically examined the interplay between these factors and their collective influence on job performance among lecturers' particularly in the context of colleges of education in southwest, Nigeria [52,53,54]. However, much work has not been done on the interplay of lecturers' professional ethics, and talent management strategies on job performance. This necessitates a comprehensive study that not only investigates the ethical practices of lecturers but also evaluates the effectiveness of talent management strategies. Thus, this study aims to fill the existing research gap by examining the influence of a lecturer's professional ethics and talent management strategies on job performance, with a focus on the indices of research and scholarly activities, teaching duties, and community service. By identifying the factors that contribute to a lecturer's job performance, the study seeks to provide evidence-based recommendations to enhance the educational system and promote positive outcomes for students, lecturers, and the larger Nigerian community.

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1.3 Aim and Objectives of the Study

This study aims to investigate the influence of Lecturers' Professional Ethics and Talent Management Strategies on the Job Performance of Lecturers in Public Colleges of Education in Southwest, Nigeria. The specific objectives of this study are to:

i. identify the level of job performance of lecturers in public colleges of education in Southwest, Nigeria

ii. assess the level at which lecturers in public colleges of education in Southwest, Nigeria exhibit professional ethics such as respect for students' rights and dignity, ethical conduct in teaching and assessment, and adherence to professional standards and guidelines

iii. identify the level of talent management strategies (employee engagement, retention, performance management, succession planning) in public colleges of education in Southwest, Nigeria.

iv. determine the combined influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest, Nigeria

v. establish the relative influence of lecturers' professional ethics and talent management strategies on job performance in Southwest public colleges of education in Nigeria

vi. determine the institutional difference in the level of lecturers' professional ethics in public colleges of education in Southwest, Nigeria

vii. ascertain the institutional difference in the level of talent management strategies in public colleges of education in Southwest, Nigeria

viii. ascertain the institutional difference in the level of job performance in public colleges of education in Southwest, Nigeria.

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1.4 Research Questions

1. What is the level of job performance of lecturers in public colleges of education in Southwest, Nigeria?
2. What is the level at which lecturers in public colleges of education in Southwest Nigeria exhibit professional ethics such as respect for students' rights and dignity, ethical conduct in teaching and assessment, and adherence to professional standards and guidelines?
3. What is the level of talent management strategies (employee engagement, retention, performance management, succession planning) in public colleges of education in Southwest, Nigeria?

1.5 Hypotheses

$H_0$1: There will be no significance combined influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest, Nigeria

$H_0$2: There will be no significant relative influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest, Nigeria

$H_0$3: There will be no significant institutional difference in the level of lecturers' professional ethics in public colleges of education in Southwest, Nigeria

$H_0$4: There will be no significant institutional difference in the level of talent management strategies in public colleges of education in Southwest, Nigeria

$H_0$5: There will be no significant institutional difference in the level of job performance in public colleges of education in Southwest, Nigeria.

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1.6 Significance of the Study

The given study on the "Influence of Lecturers' Professional Ethics and Talent Management Strategies on Job Performance in public Colleges of Education in Southwest, Nigeria" holds significant implications for various stakeholders in the education sector. Specifically, the study contributes significantly in the following capacities:

Understanding the impact of lecturers' professional ethics on job performance could help colleges of education develop and implement effective codes of conduct and ethics policies for their faculty members. This, in turn, could create a more conducive learning environment for students and promote a positive academic culture within the institution. The study's findings on talent management strategies can assist colleges in adopting better employee engagement and retention practices. This can lead to higher job satisfaction among lecturers, improved teaching quality, and reduced faculty turnover rates, which ultimately benefit the overall educational institution.

Lecturers could gain valuable insights from the study regarding the significance of adhering to professional standards and guidelines. Understanding the impact of their professional ethics on job performance can motivate them to uphold ethical conduct in teaching, assessment, and interactions with students. Knowledge about talent management strategies can help lecturers recognize the efforts made by their respective institutions in ensuring employee engagement, which can lead to higher job satisfaction, personal growth opportunities, and better performance outcomes.

The study's emphasis on lecturers' respect for students' rights and dignity is essential in creating a supportive and inclusive learning environment. When students feel respected and valued, it positively influences their engagement, learning experience, and overall academic performance. Improved teaching effectiveness resulting from the study's findings

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can lead to better student learning outcomes, increased motivation, and a higher quality of education.

Parents and guardians are significant stakeholders in education, and they could take confidence in knowing that colleges of education are actively investigating and promoting the influence of professional ethics and talent management strategies on job performance. This research may enhance parents' trust in the educational institutions and faculty members responsible for their children's education.

The study's findings could help inform educational policies and regulations regarding faculty development and talent management in colleges of education. By understanding the impact of professional ethics and talent management strategies, policymakers can design better support systems for educators and allocate resources more effectively to improve the overall quality of education.

The study would contribute to the existing body of knowledge on the correlation between a lecturer's professional ethics, talent management strategies, and job performance. This can stimulate further research and discussion in the field of education and human resource management, encouraging academics to delve deeper into these topics and explore potential interventions and best practices.

Overall, this study's significance to all stakeholders lies in its potential to improve the quality of education, enhance the teaching-learning experience, and create a positive work environment for educators in colleges of education in Nigeria. By understanding the influence of lecturers' professional ethics and talent management strategies on job performance, educational institutions can foster an atmosphere that benefits both faculty members and students, ultimately leading to better educational outcomes and institutional success.

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1.7 Scope of the Study

This study investigates the influence of two key independent variables, namely "Lecturers' Professional Ethics" and "Talent Management Strategies," on the "Job Performance" of lecturers in public colleges of education in the Southwest region of Nigeria. The study aims to examine the influence of these variables on the job performance of lecturers, specifically focusing on three essential indices: research and scholarly activities, teaching duties, and community service.

The geographical scope of this study is limited to public colleges of education located in the Southwest region of Nigeria, encompassing educational institutions within states such as Lagos, Ogun, Oyo, Osun, Ekiti, and Ondo. By concentrating on this specific region, the research seeks to gain in-depth insights into the influence of lecturers' professional ethics and talent management strategies on job performance within the context of Southwest Nigerian public colleges of education.

It is important to note that while the findings of this study may provide valuable insights for educational institutions within the Southwest region, caution should be exercised in generalizing the results to other geographical areas, as regional variations in culture, practices, and educational systems may influence the outcomes. The ultimate goal of this research is to contribute to the existing literature on lecturer job performance in the context of Southwest Nigerian colleges of education, informing educational leaders, policymakers, and stakeholders about the potential implications of professional ethics and talent management strategies on enhancing overall job performance in this specific setting.

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1.8 Limitation of the Study

Throughout this study, several limitations were encountered. One major challenge was the delay in receiving completed questionnaires from some of the lecturers. Additionally, some respondents provided incomplete responses, which required further follow-ups to ensure data accuracy. Another challenge was the limited access to certain academic staff due to their tight schedules, making it difficult to gather responses on time. However, despite these challenges, the findings of the study are deemed valid and reliable within the context of the research conducted.

1.9 Operational Definition of Terms

Job Performance: This refers to the extent to which a lecturer effectively and efficiently carries out their duties, responsibilities, and tasks within the educational setting of a college of education in Southwest Nigeria. It is a multidimensional construct that encompasses various aspects, including research and scholarly activities, teaching effectiveness, community service, and overall effectiveness in fulfilling the core job requirements.

Research and Scholarly Activities: This index evaluates the lecturer's contributions to research and scholarly endeavour's within their academic discipline. It encompasses a range of activities such as publications, conference presentations, seminars, and workshops in public colleges of education in southwest, Nigeria.

Teaching Duties: This index refers to the core instructional responsibilities of lecturers, including lesson planning, delivering lectures, assessing students, and managing classroom interactions in public colleges of education in southwest, Nigeria.

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Community Service: This index focuses on the lecturer's involvement in activities that benefit the wider community, both within and outside the academic institution in public colleges of education in southwest, Nigeria.

Lecturers' Professional Ethics: This refers to the adherence and demonstration of ethical principles and conduct by lecturers in their interactions and professional responsibilities within the educational setting of colleges of education in Southwest Nigeria. This construct comprises three main components:

Respect for Students' Rights and Dignity: This component assesses the lecturer's commitment to upholding the rights, dignity, and well-being of students in public colleges of education in Southwest, Nigeria.

Ethical Conduct in Teaching and Assessment: This component evaluates the lecturer's adherence to ethical standards while carrying out their teaching and assessment duties in public colleges of education in Southwest, Nigeria.

Adherence to Professional Standards and Guidelines: This component focuses on the lecturer's compliance with relevant professional standards, guidelines, and institutional policies in public colleges of education in Southwest, Nigeria.

Talent Management Strategies: This refers to the systematic and integrated approaches employed by colleges of education in Southwest Nigeria to attract, develop, motivate, and retain talented and high-potential lecturers. This construct comprises four main components:

Employee Engagement: This component assesses the strategies and initiatives implemented to foster a positive and fulfilling work environment, leading to increased lecturer productivity in public colleges of education in southwest, Nigeria.

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Employee Retention: This component evaluates the measures put in place to retain talented lecturers and reduce employee turnover rates in public colleges of education in southwest, Nigeria.

Performance Management: This component focuses on the systematic processes used to monitor, assess, and improve the performance of lecturers in public colleges of education in southwest, Nigeria.

Succession Planning: This component pertains to the institution's proactive approach to identifying and developing potential future leaders within the organization in public colleges of education in southwest, Nigeria.

Institution Type: This refers to the classification or categorization of colleges of education in Southwest Nigeria based on specific characteristics or criteria that distinguish them from one another. It is categorized in this study based on ownership.

Federal Colleges of Education: These are colleges of education that are owned and governed by the federal government in southwest, Nigeria.

State Colleges of Education: These are colleges of education that are owned and governed by the state government in southwest Nigeria.

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Chapter Two

Literature Review

This chapter included a review of the relevant research literatures on the factors examined in this study, which are thus, presented under the following sub-titles:

2.1 Conceptual Review

2.1.1 Job Performance

2.1.2 Lecturers' Job Performance

2.1.3 Lecturers' Professional Ethics

2.1.4 Talent Management Strategies

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

2.2.2 Institutional Theory

2.3 Review of Empirical Studies

2.3.1 Professional Ethics and Job Performance

2.3.2 Talent Management Strategies and Job Performance

2.3.3 Leadership Styles and Job Performance

2.3.4 Motivational Factors and Job Performance

2.3.5 Turnover Intention and Job Performance

2.3.6 Emotional Intelligence and Job Performance

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2.3.7 Job Satisfaction and Job Performance

2.3.8 Job Security and Job Performance

2.3.9 Training and Job Performance

2.3.10 Total Quality Management and Job Performance

2.3.11 Job Design and Job Performance

2.3.12 Autonomy/Empowerment and Job Performance

2.3.13 Supportive Supervision and Job Performance

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

2.1 Conceptual Review

2.1.1 Job Performance

Job performance refers to an employee's ability to effectively execute their assigned tasks and responsibilities, meeting or exceeding established goals and standards within their role[1]. Job performance encompasses the extent to which an individual contributes to the overall success and productivity of their organization through their work efforts and results[2,3]. Job performance is the measure of an employee's proficiency, efficiency, and effectiveness in completing job-related duties, often assessed through key performance indicators (KPIs) and evaluations[4]. Job performance can be understood as the consistency with which an employee delivers high-quality work, produces desired outcomes, and fulfils job requirements as outlined in their job description[5]. Job performance involves the demonstration of skills, competencies, and behaviours that align with an organization's

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mission, values, and objectives, promoting its success. Job performance encompasses both quantitative and qualitative aspects of an employee's contributions, including their ability to generate revenue, solve problems, and collaborate with coworkers. Job performance measures an individual's commitment, dedication, and accountability in carrying out their job responsibilities, including attendance, punctuality, and adherence to company policies[7]. Job performance is the outcome of an employee's continuous learning, growth, and development, reflecting their ability to adapt to changing circumstances and acquire new skills[8]. Job performance can be seen as the extent to which an employee demonstrates initiative, creativity, and innovation in their role, driving progress and improvement in their area of work. Job performance also encompasses the impact an employee has on team dynamics, fostering a positive work environment, and contributing to the overall morale and cohesion of the workplace.

Job performance is the manifestation of an employee's alignment with the organization's strategic objectives, effectively translating the company's mission into actionable results[10]. Job performance encapsulates an individual's ability to handle and adapt to challenges, setbacks, and uncertainties in the workplace while maintaining productivity and professionalism[11]. Job performance is a comprehensive evaluation of an employee's contributions, encompassing their technical skills, interpersonal abilities, leadership qualities, and overall impact on the organization[12]. Job performance is a reflection of an employee's time management, prioritization, and multitasking skills in efficiently executing tasks and meeting deadlines. Job performance is a measure of an employee's customer orientation, demonstrating their commitment to providing excellent service and satisfaction to clients, customers, or stakeholders[13].

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2.1.2 Lecturer Job Performance

Lecturer job performance refers to the effectiveness with which an academic staff conveys academic content, facilitates learning, and engages students in a higher education setting[14.] Lecturer job performance involves the ability to plan and deliver educational material in a clear, organized, and engaging manner while promoting student understanding and knowledge retention[15]. Lecturer job performance encompasses the evaluation and assessment of students' progress and the provision of timely and constructive feedback to aid in their academic growth[16]. Lecturer job performance reflects the faculty member's commitment to staying current in their field of expertise, conducting research, and contributing to the academic community[17]. Lecturer job performance also considers a lecturer's ability to create a positive and inclusive classroom environment, fostering a conducive atmosphere for learning and open discourse[18,19]. Lecturer job performance includes the mentorship and guidance provided to students, supporting their academic and professional development through advising and academic support. Lecturer job performance evaluates a lecturer's contributions to curriculum development, course improvement, and the integration of innovative teaching methods[20]

Lecturer job performance considers the lecturer's involvement in scholarly activities such as publishing research, presenting at conferences, and participating in academic committees[21]. Lecturer job performance may also encompass their engagement with the broader academic community, including collaborations with other educators and institutions[22]. Lecturer job performance takes into account the lecturer's adherence to ethical standards and professional conduct, as well as their dedication to upholding the values and mission of their educational institution[23]. Lecturer job performance involves the ability to inspire and motivate students, igniting their passion for learning and encouraging critical thinking[24]. Lecturer job performance includes the effective use of technology and

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instructional tools to enhance teaching and facilitate student engagement and comprehension[25]. Lecturer job performance measures the lecturer's effectiveness in adapting teaching methods to cater to diverse learning styles and individual student needs[26]. Lecturer job performance also considers the lecturer's role in promoting academic integrity and ensuring that students adhere to ethical standards in their coursework[27].

Lecturer job performance evaluates the lecturer's involvement in extracurricular activities, such as advising student clubs, organizations, or research projects[28]. Lecturer job performance encompasses the ability to collaborate with colleagues, engage in interdisciplinary work, and contribute to a vibrant academic community[29,30]. Lecturer job performance takes into account the lecturer's responsiveness to student inquiries, accessibility during office hours, and willingness to provide additional academic support when needed[31]. Lecturer job performance may assess the lecturer's participation in professional development activities aimed at enhancing their teaching skills and pedagogical knowledge[32]. Lecturer job performance includes the lecturer's ability to align course objectives and outcomes with program and institutional goals, ensuring academic rigor and relevance[33]. Lecturer job performance evaluates the lecturer's commitment to fostering a culture of inclusion and diversity in the classroom, respecting and valuing the perspectives of all students[34].

Evaluating a lecturer's job performance based on their research and scholarly activities is a common practice in higher education institutions. Research and scholarly activities are essential for advancing academic knowledge and contributing to the overall growth of a discipline. Lecturers who engage in meaningful research can have a profound impact on their field and inspire students to pursue further studies. Research aligns with the core mission of many educational institutions, which often includes the creation and dissemination of knowledge. Lecturers who actively publish and present research are seen

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as fulfilling this mission. Engaging in research keeps lecturers intellectually engaged and up-to-date with the latest developments in their field. This continuous learning can benefit their teaching by incorporating cutting-edge knowledge into their courses. Research often involves critical thinking, problem-solving, and communication skills, which can directly benefit lecturers' teaching abilities[35.] They can use their research experiences to design more engaging and relevant classroom activities. Research output is subject to peer review, which can serve as an external validation of a lecturer's expertise and contribution to their field[36].

Teaching duties cover a broad range of responsibilities aimed at ensuring effective learning, student growth, and the smooth running of the classroom. One of the primary duties is instructional delivery, which involves planning, organizing, and presenting lessons in a way that aligns with the school curriculum and caters to the different learning needs of students[36]. A good teacher uses various teaching methods and resources to make lessons engaging, interactive, and meaningful. Another important duty is classroom management[37]. Teachers are responsible for creating a safe, respectful, and orderly learning environment where students can thrive. This involves setting clear expectations, managing student behavior, and encouraging positive relationships within the classroom. Without effective classroom management, even the best-planned lessons may not yield the desired outcomes.

Assessment and evaluation form a critical part of teaching[38]. Teachers design tests, assignments, and projects to assess students' academic performance. They analyze results to identify learning gaps and adapt their teaching accordingly. In addition, teachers are often involved in curriculum development, where they create, review, and refine lesson plans and instructional materials to meet learning objectives and respond to student needs[38]. Teachers also play a crucial role in guiding and mentoring students. Beyond academics, they support students emotionally and socially, helping them build confidence, set goals,

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and overcome challenges. This duty often requires sensitivity, patience, and strong interpersonal skills.

Maintaining accurate records and reports is another essential responsibility. Teachers track attendance, grades, behavioral incidents, and student progress, which are vital for planning instruction and communicating with parents, school authorities, or external bodies[39]. Effective parental engagement is also key—teachers must regularly communicate with parents or guardians to provide feedback, discuss student needs, and work together to support learning and development[39]. Finally, teachers must uphold professional conduct by following school policies, demonstrating ethical behavior, and serving as role models for students. They are expected to act with integrity, show respect for others, and maintain a high level of commitment to their duties.

Community service demonstrates a lecturer's commitment to engaging with and giving back to the broader community outside the university or college[40]. It reflects a sense of social responsibility. Engaging in community service can provide lecturers with practical experiences and insights that they can bring back to the classroom, enhancing the relevance of their teaching. Community service activities can foster positive relationships between educational institutions and local communities, potentially leading to collaborative opportunities, resource sharing, and community support[41]. Lecturers who actively participate in community service can serve as role models for students, encouraging them to become socially responsible and civically engaged individuals. Involvement in community service can lead to personal growth, the development of leadership skills, and a broader perspective that can benefit lecturers both personally and professionally[42].

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2.1.3 Lecturers' Professional Ethics

Lecturers' Professional Ethics refers to the adherence and demonstration of ethical principles and conduct by lecturers in their interactions and professional responsibilities within the educational setting[43]. Lecturer's Professional Ethics refers to the moral principles and standards that guide the conduct and behaviour of educators in higher education, emphasizing integrity, honesty, and respect in all professional interactions[44]. Lecturers' Professional Ethics encompasses the code of conduct that lecturers adhere to, including responsibilities towards students, colleagues, the institution, and the broader academic community[45].

Lecturers' Professional Ethics involves upholding the values of academic freedom, intellectual honesty, and the pursuit of knowledge while avoiding conflicts of interest or unethical practices that compromise the educational process[46]. Lecturers' Professional Ethics entails fostering an inclusive and equitable learning environment that respects diversity, promotes critical thinking, and ensures fair treatment of all students, regardless of their background [47]. Lecturers' Professional Ethics includes the commitment to providing accurate, unbiased, and balanced information in lectures, research, and scholarly publications, as well as transparently acknowledging sources and avoiding plagiarism[48]. Lecturers' Professional Ethics emphasizes the duty to protect and support the well-being of students, including their physical and emotional safety, while respecting their privacy and confidentiality[49]. Lecturers' Professional Ethics involves maintaining a high level of professionalism in all interactions, demonstrating civility, collegiality, and respectful communication with colleagues, students, and administrators[50]. Lecturers' Professional Ethics promotes accountability and responsible use of institutional resources, including research funds, grants, and teaching materials, with a focus on maximizing their educational impact[51]. Lecturers' Professional Ethics encompasses the obligation to stay current in their

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field of expertise, engage in ongoing professional development, and contribute to the intellectual growth of the academic community[52].

Lecturers' Professional Ethics underscores the lecturer's role as a mentor and role model for students, demonstrating ethical behaviour, academic integrity, and a commitment to lifelong learning, thereby shaping the ethical values of future generations[53.] Lecturers' Professional Ethics embodies a set of moral principles and standards that guide the behaviour and conduct of educators in higher education[54]. It serves as the foundation upon which lecturers build their relationships with students, colleagues, and the broader academic community. At its core, Lecturers' Professional Ethics demands unwavering integrity and a commitment to honesty[55]. Lecturers are entrusted with the responsibility of imparting knowledge and nurturing the intellectual growth of their students. As such, they must uphold the values of academic honesty and transparency in all their interactions. This includes providing accurate, unbiased information, citing sources diligently, and avoiding plagiarism, thereby setting a benchmark for ethical behaviour in scholarly pursuits[56].

Furthermore, Lecturers' Professional Ethics extends beyond the classroom and into the realm of research and scholarship. Lecturers are expected to conduct research with the utmost integrity, adhering to ethical guidelines and treating research subjects, data, and findings with respect and responsibility[57]. This commitment to ethical research practices ensures the credibility and trustworthiness of their work. In their interactions with students, lecturers play a pivotal role in creating a nurturing and inclusive learning environment[58.] Lecturers' Professional Ethics requires them to treat all students fairly and equitably, regardless of their background or beliefs. They must promote diversity, respect diverse perspectives, and foster open dialogue, encouraging critical thinking and respectful debate. Additionally, Lecturers' Professional Ethics calls for accountability and responsible use of

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resources. Lecturers are entrusted with institutional resources, whether in the form of research grants, teaching materials, or facilities.

They must utilize these resources judiciously and transparently, maximizing their impact on the educational experience. Moreover, lecturers must serve as mentors and role models, exemplifying ethical behaviour, professionalism, and a commitment to lifelong learning. Their influence extends beyond the classroom, shaping the ethical values and principles of the next generation of scholars and leaders. In essence, Lecturers' Professional Ethics is a compass that guides lecturers in their multifaceted roles as educators, researchers, mentors, and stewards of knowledge. It underscores the importance of upholding the highest ethical standards to ensure the integrity and credibility of higher education institutions and the broader academic community[59].

Respect for students' rights and dignity is a fundamental aspect of a lecturer's professional ethics. This index underscores the lecturer's commitment to creating a learning environment that is not only academically enriching but also respectful, inclusive, and conducive to the personal growth and well-being of students. Fostering respect for students' rights and dignity places the individual student at the center of the educational experience. It recognizes their inherent worth and acknowledges that they have certain rights, including the right to be treated with respect, fairness, and equity. Emphasizing respect for students' rights and dignity promotes inclusivity and embraces diversity within the classroom. Lecturers who respect the unique backgrounds, experiences, and perspectives of their students create a more vibrant learning environment. When students feel that their rights and dignity are respected, they are more likely to feel psychologically safe in the classroom.

This safety encourages open communication, the expression of ideas, and constructive engagement with course materials. A respectful and dignified learning

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environment enhances the overall learning experience. Students are more likely to be motivated, engaged, and willing to participate actively in their education when they feel valued and respected. Demonstrating respect for students' rights and dignity serves as a powerful ethical model for students. It teaches them the importance of respecting others and encourages the development of empathy and ethical behaviour[60].

The application of respect for students' rights and dignity can be subjective, as different students may have varying expectations and definitions of what constitutes respectful behaviour. Lecturers must strike a delicate balance between maintaining authority in the classroom and showing respect for students. Overemphasis on one at the expense of the other can be challenging. Respect may be interpreted differently across cultures. What is considered respectful behaviour in one culture may not be perceived as such in another. Lecturers need to be culturally sensitive and adaptable. In large or resource-constrained educational settings, it may be challenging to provide the personalized attention and support needed to fully respect each student's rights and dignity. Upholding students' rights and dignity may sometimes lead to conflicts or challenges, especially when addressing disruptive behaviour or enforcing academic integrity. In all, respect for students' rights and dignity is a cornerstone of Lecturers' Professional Ethics. It promotes a student-centered approach, inclusivity, and positive learning experiences. However, its implementation requires a nuanced understanding of individual and cultural differences, and lecturers must navigate the challenges that may arise in balancing authority and respect. Overall, this ethical index is vital for creating an educational atmosphere that not only imparts knowledge but also nurtures personal growth and ethical development in students.

Ethical conduct in teaching and assessment which is the second index of lecturer professional ethics in this study ensures that all students are treated fairly and equitably. Lecturers must provide equal learning opportunities and evaluate student performance

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objectively, regardless of personal biases or prejudices. It upholds the integrity of the educational process by emphasizing honest and transparent evaluation methods. Lecturers should avoid any form of cheating, favoritism, or discriminatory practices in assessments. Demonstrating ethical conduct in teaching and assessment fosters trust between lecturers and students. When students believe that assessments are conducted fairly and that their work is evaluated objectively, they are more likely to engage in learning activities with confidence. Ethical teaching and assessment practices contribute to the overall quality of education. Lecturers who design fair and meaningful assessments help students achieve better learning outcomes and demonstrate their competence effectively.

Ethical conduct in teaching and assessment enhances a lecturer's professional reputation. Colleagues, students, and peers recognize and respect lecturers who uphold high ethical standards in their educational practices. Despite efforts to be objective, some level of subjectivity can be inherent in assessment, especially in areas where qualitative judgments are required, such as grading written assignments or assessing creativity. Lecturers may feel pressure to ensure positive student outcomes, such as high pass rates or excellent student evaluations. This pressure can potentially compromise ethical standards by inflating grades or lowering assessment rigor. Resource limitations, such as time and technology, can sometimes hinder a lecturer's ability to implement the most rigorous and ethical assessment methods. Ethical conduct in teaching and assessment may require balancing objectivity with compassion and understanding, particularly when students face personal challenges or crises that impact their academic performance. With advances in technology and changes in educational delivery methods, new ethical dilemmas can arise in teaching and assessment, such as concerns about online proctoring and the privacy of student data.

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In all, ethical conduct in teaching and assessment is a critical component of the Lecturer's Professional Ethics. It ensures that the educational process is fair, transparent, and focused on the development of students' knowledge and skills. While it may have its challenges, such as addressing subjectivity in evaluation and balancing compassion with objectivity, upholding ethical standards in teaching and assessment is essential for maintaining the credibility and integrity of higher education. Adherence to professional standards and guidelines which is another index of lecturer professional ethics in this study, ensures a high level of quality and consistency in education. These standards serve as benchmarks for designing curricula, conducting assessments, and delivering instructional content effectively. Professional standards and guidelines are often developed based on extensive research and best practices in education. Lecturers who follow these standards are more likely to employ effective pedagogical techniques and assessment methods. Adherence to professional standards fosters accountability among lecturers. It provides a clear framework for evaluating teaching and assessment practices, making it easier to identify areas for improvement and assess job performance. When lecturers adhere to established standards, students benefit from a more structured and well-designed educational experience. This, in turn, can lead to improved learning outcomes and student success. Abiding by professional standards enhances the credibility and recognition of lecturers within their institutions and the broader academic community. It signifies a commitment to maintaining the integrity of higher education.

Some critics argue that strict adherence to professional standards and guidelines can stifle innovation and creativity in teaching and assessment. Lecturers may feel constrained by inflexible rules. Standards may not always account for the diverse needs and contexts of students and institutions. What works well in one educational setting may not be as effective in another. The field of education is dynamic and evolving, with new

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technologies, methodologies, and pedagogies emerging constantly. Static standards may struggle to keep pace with these changes. Implementing certain professional standards may require significant resources, such as specialized training, technology, or instructional materials. Smaller institutions or those with limited budgets may face challenges in meeting these requirements. Different stakeholders may interpret and enforce professional standards differently, leading to inconsistencies and potential conflicts over their application. In conclusion, adherence to professional standards and guidelines is a vital component of the Lecturer's Professional Ethics. It helps maintain quality and consistency in education, supports accountability, and enhances the learning experience for students. However, there is a need for a balance between adherence to standards and flexibility to accommodate diverse needs and the ever-evolving landscape of higher education.

2.1.4 Talent Management Strategies

Talent Management Strategies refer to the comprehensive and deliberate plans and practices that organizations employ to attract, develop, engage, and retain talented individuals who can contribute to the achievement of the organization's goals and objectives[61,62.] Talent Management Strategies encompass the systematic processes and initiatives that organizations use to identify, nurture, and leverage the skills, knowledge, and potential of their workforce to gain a competitive advantage. Talent Management Strategies involve the alignment of human resource practices and organizational goals to ensure that the right people are in the right roles at the right time, maximizing their impact on business success[63]. Talent Management Strategies encompass the methods and practices organizations use to create a culture of continuous learning, growth, and innovation, emphasizing the development of employees as a strategic priority[64].

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Talent Management Strategies involve the proactive identification of critical roles within an organization and the implementation of talent development plans to ensure a robust pipeline of qualified individuals to fill this roles[65]. Talent Management Strategies are the deliberate actions taken to address workforce planning, talent acquisition, onboarding, training and development, performance management, and succession planning to optimize an organization's human capital[66]. Talent Management Strategies encompass the use of data and analytics to make informed decisions about talent, including recruitment, retention, and development, to enhance organizational performance[67]. Talent Management Strategies involve creating an inclusive and diverse workplace where all employees have equal opportunities for growth and advancement, regardless of their background or characteristics[68]. Talent Management Strategies include the development of a compelling employer brand that attracts top talent to the organization and fosters a positive employee experience throughout their tenure[69]. Talent Management Strategies encompass the continuous monitoring and adjustment of talent practices in response to changing business needs, market conditions, and workforce demographics, ensuring long-term organizational sustainability[70]. "Talent Management Strategies" encompass a holistic and proactive approach to managing human capital, integrating various practices and initiatives to attract, develop, engage, and retain talented individuals who contribute to the organization's success. These strategies adapt to changing business needs, workforce demographics, and market conditions, ensuring long-term sustainability and competitiveness[71].

Lecturers' Talent Management Strategy involves identifying and nurturing potential future leaders within an academic institution[72]. This strategy aims to ensure a seamless transition of leadership roles by developing and grooming individuals with the necessary skills and expertise to take on higher positions. This strategy focuses on providing lecturers

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with opportunities for continuous learning and skill enhancement. It includes workshops, seminars, and courses that help lecturers stay updated with the latest teaching methodologies, technologies, and research trends. Lecturer talent management involves a systematic assessment of lecturers' teaching and research performance[73]. Constructive feedback is provided to help them improve and excel in their roles, fostering a culture of continuous improvement[74].

Institutions may establish mentorship programs where experienced lecturers guide and support newer faculty members. These programs facilitate knowledge transfer, skill development, and a sense of belonging within the academic community. Talent management strategies often include recognition and reward systems to acknowledge exceptional lecturers[75]. These incentives can be in the form of awards, promotions, or financial bonuses to motivate and retain top talent. Institutions may offer policies and programs that promote lecturers' work-life balance. This can include flexible scheduling, family-friendly policies, and access to wellness initiatives to ensure lecturers' well-being. Talent management strategies should prioritize diversity and inclusion. Institutions can implement initiatives to attract and retain lecturers from diverse backgrounds, fostering a more inclusive academic environment. Preparing lecturers for leadership roles involves specific training programs. This may cover leadership skills, conflict resolution, and decision-making abilities to ensure they are ready to take on administrative positions[76].

To enhance lecturers' research capabilities, institutions may facilitate collaboration with other academics, both internally and externally. This strategy promotes knowledge sharing and interdisciplinary research. Talent management can extend beyond the classroom and research lab. Lecturers may be encouraged to engage with the local community through outreach programs and partnerships, fostering a positive institutional image and benefiting society[77]. These Lecturers' Talent Management Strategies aim to

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attract, retain, and develop lecturers while ensuring they contribute effectively to an institution's mission and goals in the field of education and research[78]. Employee retention in the context of lecturers or faculty members within an educational institution is critical for several reasons[79]. Lecturer retention strategies play a pivotal role in maintaining educational quality, fostering institutional stability, and achieving long-term academic success[80].

The quality of education is directly linked to the expertise and commitment of lecturers. High lecturer turnover can disrupt the continuity and consistency of education. When lecturers leave, there may be a loss of institutional knowledge, course material, and teaching methodologies. Therefore, retaining lecturers is vital for ensuring a high-quality educational experience[81.] Educational institutions build their reputation based on the expertise and achievements of their faculty. A high turnover rate among lecturers can negatively affect an institution's image and ranking[82]. Prospective students often consider the faculty's credentials and the institution's stability when making enrolment decisions[83] .

Many lecturers are actively engaged in research, which contributes to an institution's academic standing and research output[84]. High turnover can disrupt ongoing research projects and collaborations. Retaining lecturers is crucial for maintaining research momentum and attracting research funding. Employee turnover is expensive. When lecturers leave, institutions must invest resources in recruiting, onboarding, and training new faculty members. The costs associated with turnover, including advertising, interviewing, and administrative tasks, can be substantial[85]. Lecturers often play a significant role in mentoring and advising students[86]. When students have a strong connection with faculty members, it positively impacts their academic success and overall satisfaction. Retaining experienced lecturers ensures students have access to valuable

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guidance and support. Lecturers possess institutional knowledge and understanding of the specific challenges and culture of their institution[87,88].

This knowledge is not easily replaced, and its loss can hinder effective decision-making and problem-solving within the institution. High turnover rates can negatively affect the morale and job satisfaction of remaining faculty members. When colleagues frequently depart, it may create a sense of instability and uncertainty among those who remain, potentially leading to further departures. Effective lecturer retention strategies should include succession planning. Identifying and grooming future leaders from within the lecturer ranks is crucial for ensuring a smooth transition of leadership positions, such as department chairs or deans. Retaining a diverse pool of lecturers is essential for promoting diversity and inclusion within an institution. Strategies should address not only attracting but also retaining lecturers from underrepresented backgrounds. Retention strategies should involve regular assessments and adjustments. Institutions should seek feedback from lecturers to identify areas where improvements can be made in terms of compensation, workload, professional development, and work-life balance.

Employee retention strategies, particularly for lecturers in educational institutions, are not just about retaining talent; they are integral to the institution's overall success. Retention efforts should focus on creating an environment where lecturers feel valued, supported, and motivated to contribute to the institution's mission and goals[89]. By addressing the factors that contribute to turnover and continuously refining retention strategies, educational institutions can maintain stability, enhance their reputation, and provide a high-quality learning experience for students[90]. Performance management for lecturers should begin with a clear alignment between individual performance objectives and the institution's strategic goals. A critical aspect is ensuring that faculty members understand how their work contributes to the broader mission of the institution. Regular

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Feedback and Evaluation: Effective performance management involves regular feedback and evaluations[91].

Annual performance reviews may not be sufficient, especially in academia where continuous improvement is crucial. More frequent check-ins and evaluations can provide lecturers with ongoing guidance and support. Balancing Teaching and Research: Lecturers often have responsibilities in both teaching and research. Performance management should take into account the dual nature of their roles, evaluating their effectiveness in both areas and recognizing the challenges they may face in balancing these responsibilities[92.] Objective Metrics: Performance evaluations should be based on objective metrics whenever possible. For lecturers, this may include student evaluations, research publications, grant funding, and contributions to curriculum development. Using objective data helps ensure fairness and transparency. Performance management should incorporate professional development plans that align with the lecturer's career goals and the institution's needs[93]. Institutions should invest in training, mentoring, and resources to help lecturers improve their skills and knowledge[94]. Recognition and Rewards: While performance management often addresses areas of improvement, it should also recognize and reward exceptional performance. This can include promotions, salary increases, or awards for teaching excellence and research achievements. Managing the workload of lecturers is essential for performance management. Overburdened faculty members may experience burnout and decreased productivity. Institutions should assess workload distribution and make adjustments as needed.

Peer evaluations and collaboration can be valuable components of performance management. Encouraging lecturers to collaborate on research projects, co-teach courses, or provide peer feedback can enhance their overall performance[94]. Institutions should establish effective feedback mechanisms that allow lecturers to voice their concerns,

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provide input on performance evaluation processes, and suggest improvements. An open and constructive feedback loop is essential. In academia, tenure and promotion processes are critical aspects of performance management. Institutions should ensure these processes are transparent, consistent, and fair, with clearly defined criteria and timelines. Performance management should consider inclusivity and diversity. Institutions should evaluate lecturers' contributions to creating inclusive and diverse learning environments and reward efforts to promote equity and inclusion. Performance management should be an ongoing process of continuous improvement. Institutions should regularly review and refine their performance evaluation systems based on feedback and changing needs. In all, effective performance management for lecturers in educational institutions should be a dynamic and holistic process.

It should encompass teaching, research, professional development, and overall contributions to the institution's mission. The goal is to support lecturers in achieving their best while aligning their efforts with institutional objectives and fostering a culture of continuous improvement and excellence in academia. Succession planning is a crucial component of lecturer retention strategies within educational institutions. It involves identifying and developing individuals within the academic community to fill key leadership and teaching roles as experienced faculty members retire or transition into administrative positions[95]. Succession planning ensures the transfer of institutional knowledge and expertise from experienced lecturers to newer faculty members[96]. This transfer is essential for maintaining the continuity of teaching, research, and institutional culture. Succession planning identifies potential future leaders among lecturers. By offering leadership development opportunities, institutions can prepare individuals to take on administrative roles, such as department chairs, deans, or academic directors. This not only fosters retention but also strengthens leadership within the institution[97].

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A well-executed succession plan contributes to institutional stability. When key roles are consistently filled by competent individuals, it enhances the institution's reputation for reliability and effectiveness, which can attract and retain students, faculty, and staff. Motivation and Engagement: Knowing that there are opportunities for career advancement and leadership roles within the institution can motivate lecturers to stay committed to their current positions. This sense of purpose and potential growth can boost lecturer job satisfaction and engagement. Succession planning identifies high-potential lecturers early in their careers. By nurturing this talent pool, institutions can create a pipeline of future leaders who are aligned with the institution's values and goals.

Effective succession planning should prioritize diversity and inclusivity. Institutions should ensure that individuals from diverse backgrounds have equal access to leadership development opportunities, thus promoting a more inclusive academic environment. Faculty Retention: Knowing that they have a clear path for career advancement and leadership roles within the institution can encourage lecturers to stay rather than seek opportunities at other institutions. This, in turn, helps reduce faculty turnover. Challenges of Succession Planning: A critical aspect of discussing succession planning is acknowledging its challenges. Identifying the right candidates, ensuring they receive appropriate training and development, and retaining them throughout the succession process can be complex and resource-intensive.

Succession planning should consider how lecturers can balance their teaching responsibilities with leadership roles. Striking the right balance is crucial to avoid overburdening individuals and affecting their teaching effectiveness. Regular Review and Adaptation: Institutions should regularly review and adapt their succession plans to align with the changing institutional needs and evolving career aspirations of faculty members. A rigid or outdated succession plan can be counterproductive. In all, succession planning

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is a critical lecturer retention strategy that not only ensures the continuity of knowledge and leadership within educational institutions but also provides career development opportunities for faculty members. To be effective, succession planning should be aligned with the institution's goals, inclusive, and adaptable to changing circumstances. When done well, it can significantly contribute to lecturer satisfaction, institutional stability, and long-term success.

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

Social Exchange Theory is a well-established sociological and psychological framework that provides insights into human social interactions, relationships, and behaviours. It was first formulated by George Homans in the 1950s and later developed by Peter Blau[98]. This theory posits that individuals engage in social relationships and interactions based on the expectation of mutual benefit or reciprocity[99].

The central tenet of Social Exchange Theory is the idea of reciprocity, which means that individuals seek to maximize rewards and minimize costs in their social interactions[100]. Rewards can be tangible (such as money or resources) or intangible (such as love, respect, or social approval), while costs refer to sacrifices or negative consequences. People have a comparison level that represents their expectations about what they deserve or should receive in a given relationship. If the outcomes (rewards minus costs) in a relationship meet or exceed their comparison level, they are satisfied. If not, they may feel dissatisfied[101]. Individuals also consider the perceived alternatives to their current relationship. If they believe that they can find a better or more rewarding relationship elsewhere, they may be more inclined to leave their current relationship[102].

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Social Exchange Theory has been widely used to predict and explain various social behaviours and relationship outcomes, including marital satisfaction, workplace dynamics, and friendship formation[103]. It provides a framework for quantifying social interactions by assigning values to rewards and costs, making it amenable to empirical research and mathematical modelling. The theory is applicable across different contexts and relationships, from intimate partnerships to professional collaborations[104]. Critics argue that the theory oversimplifies human behaviour by reducing complex social interactions to a cost-benefit analysis. In reality, human relationships often involve emotions, cultural factors, and altruistic behaviours that may not fit neatly into the reward-cost framework[105]. Social Exchange Theory tends to downplay the significance of social norms, moral values, and ethical considerations in shaping human behaviour[106]. It doesn't adequately account for actions driven by social duty or principles. The theory assumes that individuals are rational decision-makers who carefully weigh the costs and benefits of their actions. This assumption may not hold in all situations, particularly when emotions, cognitive biases, or social pressure come into play[106]. While Social Exchange Theory is valuable for understanding transactional relationships where exchanges are explicit and measurable, it may be less effective in explaining the complexities of long-term, altruistic, or selfless relationships[107].

Social Exchange Theory can be useful in guiding the study of the influence of professional ethics and talent management strategies on the job performance of lecturers in Colleges of Education in Southwest, Nigeria. The theory can help explain the motivation behind lecturers' behaviour in terms of their job performance[108]. Lecturers may perceive their professional ethics and adherence to talent management strategies as investments that they contribute to their institutions. By understanding how lecturers assess the rewards and costs (e.g., time and effort spent on professional ethics and talent management initiatives)

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in their roles, the study can explore whether these assessments influence their job performance[109].

The theory can be used to analyse the dynamics between lecturers and their institutions. It can help assess whether there is a perceived balance between what lecturers invest and what they receive. By examining these dynamics, the study can explore whether lecturers who perceive a fair exchange of efforts and rewards are more likely to have better job performance compared to those who do not[110]. Social Exchange Theory highlights the importance of individuals' expectations and comparison levels in their relationships. In this study, lecturers' expectations regarding professional ethics support and talent management practices are relevant. By investigating whether lecturers' expectations align with their actual experiences, the study can determine whether unmet expectations (e.g., inadequate talent management support) influence their job performance[111].

The theory can be applied to assess whether there are significant differences in how different colleges of education in Nigeria provide rewards (support for professional ethics and talent management) to their lecturers. By examining these differences, the study can determine whether lecturers' perceptions of fairness and reciprocity in their relationships with their institutions vary across colleges. This insight can inform recommendations for improving talent management strategies and professional ethics support.

Social Exchange Theory can help bridge the gap between theoretical understanding and practical recommendations. The study can use the theory to suggest strategies for colleges of education to enhance lecturers' job performance. By identifying areas where the exchange dynamics may be imbalanced or where expectations are not met, the study can provide practical recommendations for colleges to improve talent management practices and support lecturers' professional ethics, ultimately leading to better job performance. In

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all, Social Exchange Theory can be a valuable framework for understanding the interplay between lecturers' professional ethics, talent management strategies, and job performance. It can help to guide the study by shedding light on the motivations, expectations, and dynamics involved in these relationships. However, it should be used in conjunction with other theories and considerations to provide a comprehensive understanding of the factors influencing job performance in educational institutions in Southwest Nigeria.

2.2.2 Institutional Theory

Institutional Theory is a sociological and organizational theory that focuses on the role of institutions in shaping behaviour, norms, and practices within organizations and society[112]. It originated in the late 19th and early 20th centuries and has since evolved into several branches, including neo-institutional theory and new institutionalism[113].

Institutions refer to the established, widely accepted, and enduring patterns of behaviour, rules, norms, and practices within a society or organization. These can include formal institutions (e.g., laws and regulations) and informal institutions (e.g., culture and traditions). One of the central ideas in Institutional Theory is an isomorphism, which refers to the process by which organizations adopt structures, practices, and behaviours that conform to prevailing institutional norms. Isomorphism can be coercive (organizations conform due to external pressures), mimetic (organizations imitate others), or normative (organizations conform because it is considered socially desirable)[114]. Institutional Theory emphasizes the importance of legitimacy, which is the perception that an organization or behaviour is acceptable and appropriate within its institutional environment. Organizations often strive for legitimacy to gain social approval and support[115].

Institutional Theory provides a rich framework for describing and understanding how organizations and societies function in their institutional contexts[116]. It helps explain

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why organizations often adopt similar structures and practices even when they may not be the most efficient or rational choices[117]. It underscores the significance of the broader socio-cultural and regulatory environment in shaping organizational behaviour. This is particularly valuable for understanding the impact of external forces on organizations. Institutional Theory can inform policy and management decisions by highlighting the role of institutional pressures in shaping organizational behaviour. It can guide strategies for achieving and maintaining legitimacy[118].

Critics argue that Institutional Theory can sometimes overemphasize conformity and isomorphism at the expense of innovation and diversity in organizations[119]. This can stifle creativity and adaptation in dynamic environments. The theory may downplay the role of agency and decision-making within organizations. It tends to depict organizations as passive entities that merely respond to external pressures, which may not accurately represent reality. Institutional concepts such as legitimacy and isomorphism can be challenging to measure and test empirically. This makes it difficult to establish causality in research[120].

Institutional Theory is often integrated with other theories, such as Resource Dependence Theory and Agency Theory, to provide a more comprehensive understanding of organizational behaviour[121]. Researchers often use Institutional Theory to study a wide range of topics, including organizational change, corporate social responsibility, compliance with regulations, and the adoption of sustainable practices[122]. In all, Institutional Theory offers valuable insights into how institutions influence behaviour and practices within organizations and society. Its strengths lie in its descriptive power and ability to contextualize organizational behaviour[123]. However, it should be used with a critical eye, recognizing its limitations in explaining individual agency and the potential for

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overemphasizing conformity. When applied thoughtfully, it can enhance our understanding of how organizations and societies function within their institutional environments.

Institutional Theory can be related to the study on the influence of Lecturer professional ethics and talent management strategies on job performance in Colleges of Education in Southwest, Nigeria. In this study, institutions refer to the colleges of education in Southwest, Nigeria and the broader educational system within the country. These institutions have established norms, rules, and practices that govern the behaviour of lecturers. Institutional Theory suggests that organizations (in this case, colleges of education) tend to conform to prevailing institutional norms and expectations. Therefore, the study can explore how these institutions shape the behaviour and practices of lecturers regarding professional ethics and talent management. The concept of isomorphism in Institutional Theory can be applied to understand whether colleges of education in Southwest, Nigeria tend to adopt similar approaches to talent management and support for professional ethics due to external pressures or societal expectations. The study can investigate whether there is a coercive isomorphism, where colleges conform to regulatory or accreditation requirements related to talent management and ethical conduct. It can also explore whether normative isomorphism is at play, where colleges conform because it is socially desirable or expected.

According to Institutional Theory, organizations seek legitimacy to gain social approval and support. In the context of the study, colleges of education may aim to appear legitimate by promoting lecturer professional ethics and implementing talent management strategies effectively. The study can examine whether lecturers' perceptions of their institutions' legitimacy in these areas are related to their job performance. For example, lecturers in institutions perceived as more legitimate in supporting professional ethics may be more motivated to perform well. Variation Among Institutions: Institutional Theory also

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allows for the exploration of variations among institutions. The study can assess whether different colleges of education in Nigeria exhibit different levels of conformity to institutional norms regarding lecturer professional ethics and talent management. It can investigate whether there are differences in the implementation of talent management strategies and the level of support for professional ethics across institutions and how these differences may impact lecturer job performance. Finally, Institutional Theory can inform policy recommendations for colleges of education and education authorities in Nigeria.

If the study finds that certain institutional practices are associated with better lecturer job performance, it can suggest strategies for promoting these practices to enhance the overall quality of education. In summary, Institutional Theory provides a valuable lens through which to analyse the role of colleges of education as institutions in shaping the behaviour and job performance of lecturers. It highlights the importance of understanding how these institutions conform to or deviate from prevailing norms and the implications of such conformity for lecturer performance and the quality of education in Southwest, Nigeria.

2.3 Review of Empirical Studies

2.3.1 Professional Ethics and Job Performance

A research endeavour sought to assess the correlation between the job performance of clinical teachers at Lorestan University of Medical Sciences and their professional ethics as well as communication skills[124]. This cross-sectional study, utilising a descriptive approach, encompassed all clinical teachers in the School of Medicine at Lorestan University of Medical Sciences, chosen through census sampling. Data were gathered through David Musick's 26-item tool, covering professional ethics and communication skills, along with the Paterson Job Performance Questionnaire. Statistical analysis, involving descriptive statistics, Pearson's correlation coefficient, and an independent t-test,

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was conducted using SPSS version 22. Out of 176 teachers, 115 participated in the study. The majority (64.3%) of the subjects were male, and the average age of participants was 41.78±6.33 years. The findings revealed a significant correlation solely between communication skills and variables such as age, faculty membership, and work experience[124]. Additionally, a positive and direct link was observed between adherence to professional ethics and communication skills, as well as between these two components and job performance[124]. The study suggests that enhancing teachers' professional ethics could lead to an improvement in their job performance, given the direct association identified with communication skills[124].

The objective of another study is to scrutinise and elucidate the direct impact of organisational culture on competence as well as the indirect influence of organisational culture on lecturer performance mediated through competence[125]. Additionally, the research aims to analyze and clarify the direct impact of work ethic on competence and the indirect effect of work ethic on lecturer performance mediated by competence[125]. Lastly, the study seeks to explore the influence of competence on lecturer performance[125]. The research methodology involves an explanatory approach with a survey design. The sample comprises a saturated group of 72 lecturers. Primary data is utilised as the type and source of information. The findings of the hypothesis tests affirm that organisational culture exerts a significant positive indirect impact on lecturer performance through competence ($0.031 < 0.05$)[125]. Similarly, work ethic significantly and positively influences lecturer performance through competence ($0.019 < 0.05$)[125]. Moreover, competence demonstrates a significant direct effect on performance ($0.003 < 0.05$)[125]. In conclusion, competence plays an intervening role in the relationship between organisational culture and work ethic, and lecturer performance, as evidenced by its notably high value[125]. An increase in competence by one unit is associated with a corresponding increase in the lecturer's performance.

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A different study sheds light on the performance of lecturers within religious universities, with a specific focus on the research gap concerning the impact of Islamic Work Ethics (IWE) on lecturer performance[126]. The primary objective is to investigate the role of IWE in enhancing lecturer performance through the mediating factors of person-organisation fit and innovation in learning activities[126]. The study posits that IWE, characterized by behaviours such as hard work, responsibility, altruism, and the incorporation of worship and blessings in work intention, serves as a crucial factor in elevating lecturer performance. The research employed stratified random sampling with disproportionate random sampling, involving 104 respondents from IAIN Surakarta and UIN Antasari Banjarmasin. Data analysis was conducted using path analysis with IBM SPSS 23 software. All proposed hypotheses in the study were substantiated. Notably, person-organisation fit emerged with the highest value in fostering innovation in learning activities[126].

Partial mediation was observed, with both person-organisation fit and innovation in learning activities mediating the influence of IWE on lecturer performance[126]. The study's implications underscore the pivotal role of IWE at the individual level of lecturers, establishing it as a significant factor in driving lecturer performance[126]. The recommended strategy derived from the study advocates maximizing the influence of IWE to stimulate innovation in learning activities, ultimately contributing to the enhancement of lecturer performance with a path value of 0.1272. Additionally, another research aimed to explore the impact of professional ethics on job performance, considering the mediating role of ethical climate in university libraries in Ahvaz[127]. The study adopted an applied research approach with a quantitative methodology, specifically utilising the descriptive-correlational method. The statistical population comprised librarians from university libraries in Ahvaz, with 87 participants involved through a census method. Ethical climate,

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job performance, and professional ethics questionnaires were employed in the study, and reliability analyses using Cronbach's alpha coefficient yielded satisfactory results for the ethical climate questionnaire (0.86), job performance questionnaire (0.80), and professional ethics questionnaire (0.95)[127]. Data analysis involved descriptive statistics such as frequency, percentage, mean, and standard deviation, along with Structural Equation Modeling (SEM) utilising the partial least squares method. The findings indicated a significant positive effect of professional ethics on the job performance of university librarians in Ahvaz, as well as on the ethical climate within library settings[127].

Conversely, the ethical climate demonstrated a significant positive impact on the professional performance of librarians[127]. Furthermore, professional ethics exerted a significant indirect effect on job performance through the mediation of the ethical climate in academic libraries[127]. All four research hypotheses were confirmed[127]. The study suggests that the existence of ethical frameworks and guidelines in academic libraries can foster the emergence and reinforcement of an ethical atmosphere[127]. Librarians are more likely to excel in their roles when they can showcase their moral and behavioural competencies within a supportive ethical environment[127]. This conducive setting allows librarians to effectively engage with a diverse clientele, tailoring their services to meet the unique needs and characteristics of library users.

Moreover, the primary objective of the study was to investigate the influence of organisational culture on the professional ethics and job performance of faculty members in the fields of physical education and sports sciences[128]. The research design was applied, field-based for data collection, and practical, utilising structural equation modelling in the Lisrel software. The target population encompassed all faculty members in physical education and sports sciences (N = 709), with a sample size determined using the Krejcie and Morgan table, resulting in a sample of 256 participants[128]. The study utilised the

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Denison standard questionnaire with 12 elements and 60 questions to assess organisational culture, a standard questionnaire with 2 elements and 23 questions for job performance, and a standard questionnaire with 8 elements and 16 questions for professional ethics. The questionnaires underwent validation through face and content validity, as approved by sports management professors. The reliability of the research instruments was confirmed with Cronbach's alpha values of 0.85 for the organisational culture questionnaire, 0.81 for the professional ethics questionnaire, and 0.80 for the job performance questionnaire, indicating desirable reliability[128]. The final structural model revealed that organisational culture significantly influences professional ethics (coefficient of 1.13) and job performance (coefficient of 0.96) among faculty members in physical education and sport sciences[128].

Additionally, professional ethics demonstrated a significant effect on job performance, with a coefficient of 0.87[128]. Consequently, the study suggests that enhancing organisational culture and professional ethics can contribute to the improvement of job performance among faculty members in the fields of physical education and sports sciences. Also, another study aimed to investigate the impact of work ethics, as manifested through the elements of integrity, responsibility, equality, and self-discipline, on employee job performance within Small and Medium Enterprises (SMEs) situated in Al-Hassan Industrial Estate[129]. A survey involving 257 employees from these SMEs was conducted to collect data, and hierarchical regression was employed to model the influence of work ethics on employee job performance. The study findings indicate a positive relationship between work ethics and improved employee job performance in SMEs located in Al-Hassan Industrial Estate[129]. Furthermore, the individual elements of work ethics, namely integrity, responsibility, equality, and self-discipline, were also found to positively contribute to enhancing employee job performance[129]. Based on these results, it is

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recommended that companies provide transparent and essential information to all auditors, authorise managers to delegate responsibility to employees, ensure fair treatment of all employees by managers, and encourage workers to self-monitor and diligently carry out the tasks assigned to them[129]. These measures are suggested as strategies to further promote work ethics and subsequently enhance job performance within SMEs in Al-Hassan Industrial Estate.

Furthermore, the purpose of the study was to investigate the relationship between professional ethics, social competence, and job performance[130]. Employing a descriptive-correlational research method, the study utilised a stratified random sampling technique to survey 123 staff members from the Zahedan Technical and Vocational Training Organisation. Three questionnaires on professional ethics, social competence, and job performance were administered for data collection. The analysis involved the use of the Pearson correlation coefficient and multiple regression analysis through SPSS 21[130]. The results revealed a significant and direct relationship between professional ethics and its components, such as attachment to and interest in work, perseverance and seriousness in work, healthy human relationships at work, and collective spirit and participation in work, with social competence ($P<0.01$)[130]. Regression analysis indicated that professional ethics could account for 39.3% of the variances in social competence, with perseverance and seriousness in work and collective spirit and participation in work showing the highest predictive powers ($P<0.05$)[130]. Furthermore, professional ethics and its components exhibited a significant and direct relationship with job performance ($P<0.01$)[130].

The regression analysis revealed that professional ethics could determine 38.1% of the variances in job performance, and among its components, perseverance, seriousness in work, and attachment to and interest in work demonstrated the highest predictive powers ($P<0.05$)[130]. In conclusion, the study suggests that higher levels of staff professional ethics

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are associated with increased social competence and job performance. This highlights the importance of fostering professional ethics, particularly components such as perseverance, seriousness, attachment to work, and collective spirit, for enhancing social competence and job performance among staff members.

Again, a study delves into the significance of work ethics among organisational employees in relation to performance achievement, introducing the mediator role of the adversity quotient[131]. The primary objective was to investigate both the direct and indirect influences, employing path analysis techniques with AMOS version 24[131]. Data collection involved the use of three scales representing research variables, with a total of 220 employees participating as research respondents. The analysis results confirm the direct influence of four hypotheses, highlighting the effective mediating role between the two variables[131]. These findings offer valuable insights for organisations and psychology practitioners within industrial and organisational settings. The study underscores the interconnected dynamics between work ethics, adversity quotient, and performance achievement, shedding light on potential strategies and considerations for optimising employee performance in organisational contexts[131].

2.3.2 Talent Management Strategies and Job Performance

A study aimed to empirically investigate the impact of talent management strategies on the performance behaviour of employees in the telecommunications industry in Pakistan[132]. The research utilised a positivist paradigm and employed a structured questionnaire to gather data from a convenient sample of 200 employees located in the Rawalpindi-Islamabad area. Data analysis involved descriptive statistics, correlation, and regression tests. The findings revealed a significant and positive influence of talent management strategies on employees' performance behaviour[132]. Additionally, it was

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observed that talent management outputs partially mediated the relationship between talent management strategies and employees' performance behaviour[132]. These results not only provided fresh perspectives on the studied phenomenon but also presented managerial opportunities to plan and implement appropriate interventions for enhancing employees' performance behaviour, thereby contributing to organisational competitiveness.

Research also delved into examining the job performance of librarians in university libraries in South-West Nigeria, with a focus on the relationship with talent management practices[133]. The study employed a correlational survey research design, utilising a total enumeration method to include all 364 librarians in the region. Data were collected through a validated questionnaire titled "Talent Management and Job Performance of Librarians' Scale (TMJPLS)," ensuring construct and face validity. The reliability of the main constructs, namely assessment of talent management practices ($\alpha = 0.867$) and level of job performance ($\alpha = 0.973$), was assessed using Cronbach's alpha test. Out of 364, 277 usable questionnaires (76.1%) were returned and analysed using descriptive statistics and Pearson Product Moment Correlation[133]. The findings indicated that librarians' job performance was moderately rated at 63.1%[133]. Among the talent management practices, succession planning emerged as the least implemented in university libraries, with a rate of 46.6%[134]. Noteworthy challenges affecting talent management in these libraries included inadequate funding (65.3%), consistent loss of top talent (60.3%), and insufficient communication (51.3%)[133].

The study uncovered a positive and significant relationship between talent management practices and the job performance of librarians ($r = 0.58$, $p < 0.05$)[133]. In conclusion, the research established that talent management practices have a discernible impact on the job performance of librarians. Consequently, it is recommended that library management prioritise the development and effective management of librarians' potential

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in university libraries. This proactive approach is expected to enhance their job performance and mitigate the issue of brain drain within the library profession. The primary aim of another study was to investigate the impact of talent management practices on employee performance within healthcare organisations in Pakistan[134]. This study employed a cross-sectional design, utilising a quantitative approach. Convenience sampling was employed to select the sample from the population, comprising 364 employees within healthcare organizations. The study revealed a significantly positive effect of talent management practices, including recruitment and selection for talent attraction, coaching and mentoring for talent development, and compensation for talent retention, on employee performance[134]. The outcomes of this study have practical implications for the human resource management department of healthcare organizations. By implementing talent management practices such as effective recruitment and selection, coaching, mentoring, and competitive compensation, organisations can motivate their employees to perform more effectively, aligning their efforts with organisational objectives[134]. The study suggests that healthcare organisations should strategically develop and implement talent management strategies to attract, develop, and retain talented employees[134]. This proactive approach is essential for addressing the current and future needs of the organisation, allowing them to navigate and adapt to changes effectively.

In the same vein, the primary aim of another research was to assess the impact of talent management on job performance within governmental agencies in Tehran by examining employees' job satisfaction and work effort[135]. Drawing on existing literature and a conceptual model, five hypotheses were developed. A total of 350 questionnaires were distributed across 60 public organisations, resulting in 288 responses. Subsequently, the study examined the model's fitness, data reliability, and validity. Given that talent management was treated as a second-order reflective construct and the data distribution

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was non-normal, Smart-PLS2 software was employed for hypothesis testing[135]. The findings indicate a significant influence of talent management on job satisfaction, work effort, and job performance[135]. Additionally, the hypothesis affirming the impact of job satisfaction on performance was supported, while the hypothesis regarding the effect of work effort on job performance was not confirmed, as evidenced by a path coefficient of 0.235 and a t-value of 1.62[135].

Additionally, the primary objective of another study is to explore the correlation between talent management and work engagement and its impact on the performance of nurses in Indonesia[136]. Additionally, the study aims to elucidate the moderating role of work engagement in the relationship between talent management and employee performance[136]. Employing a quantitative approach, the research utilised path analysis to examine the connections among the variables, with a particular emphasis on the pivotal role of work engagement. The participants consisted of nurses working in both private and public hospitals in Indonesia, totaling 376 respondents. Closed questionnaires were administered in this study, utilising a Likert scale with five response options ranging from 1 (strongly disagree) to 5 (strongly agree). Data collection spanned nearly five months and was conducted through Google Forms[136]. The study's outcomes revealed that the performance of nurses, whether in government or private hospitals, was deemed good[136].

Additionally, both work engagement and talent management were characterised as high[136]. The results further established a positive influence of talent management on work engagement and employee performance[136]. Importantly, the study posits that work engagement plays a crucial moderating role in the relationship between variables[136]. These findings highlight the significance of talent management and work engagement in contributing to the performance of nurses. Also, another paper aims to investigate the correlation between employee engagement and job performance within the context of

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Lebanon[137]. Furthermore, it seeks to examine whether creativity acts as a mediator in the relationship between engagement and performance[137]. The study involved a sample of 186 participants employed in Lebanese firms. The questionnaire encompassed established measures for employee engagement, job performance, and creativity, along with various demographic inquiries. Data analysis utilised stepwise multiple regression and bootstrapping methods. The results revealed a significant positive impact of employee engagement on job performance[137]. However, the mediation analysis, employing bootstrapping methods, indicated that creativity fully mediated the relationship between engagement and performance[137]. This study contributes to the existing body of research by extending its scope to new, non-western contexts, thereby enhancing the external validity of the findings concerning the engagement-performance relationship. Additionally, it stands as one of the pioneering studies to delve into the role of creativity in bridging the gap between these two variables[137].

Furthermore, a study aimed to investigate the impact of succession planning practices (SPP) on employee engagement (EE) and employee performance (EP) within Malaysian private universities (MPU)[138]. Employing a survey research design, the analysis focuses on academic staff members at MPU. The sample selection, drawn from a pool of 10,473 targeted respondents, involved a stratified and simple random sampling method, resulting in a study sample of 314 academic staff from MPU. Data collection utilised a questionnaire, and the study hypotheses were tested using partial least squares-structural equation modelling (PLS-SEM). The findings indicate a significant and positive influence of SPP on EP, and it was revealed that the relationship between SPP and EP is partially mediated by EE[138]. The study shows the importance of establishing robust succession systems for academic staff to enhance performance[138]. Additionally, the research emphasises the need for university management to consider internal talents for key

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leadership positions before exploring external options[138]. This approach ensures employee satisfaction and encourages dedicated efforts towards achieving positive results. The outcomes of this study carry implications for university policymakers, urging them to formulate sound policies that prioritise internal talents for leadership roles, ultimately benefiting the institution by saving costs associated with external hiring and development.

2.3.3 Leadership Styles and Job Performance

Research explored the correlation between leadership styles employed by principals and the job performance of secondary school teachers in Edo Central Senatorial District, Nigeria[139]. The study utilised a correlational design, administering two adapted questionnaires, namely the "Principals' Leadership Style Questionnaire" (PLESQUE) and the "Teachers' Job Performance Questionnaire" (TEJOPAQ). The participants included 397 senior secondary school teachers and 69 principals from the Senatorial District. The Cronbach alphas for the PLESQUE sub-scales were .710, .883, and .848 for democratic, autocratic, and laissez-faire leadership styles, respectively[139]. TEJOPAQ had a Cronbach alpha of.882 for teachers' job performance[139]. Analytical methods such as percentages, multiple regression, and Pearson product-moment correlation were employed to test hypotheses at the .05 significance level. The findings revealed that democratic, autocratic, and laissez-faire leadership styles collectively accounted for approximately 68.3% of the variations in teachers' job performance[139]. Among these styles, democratic and laissez-faire leadership demonstrated the most significant positive influence on teachers' job performance in the studied area[139]. As a recommendation, the adoption of a democratic leadership style is encouraged for principals in senior secondary schools within the district, among other suggested measures.

A different study also investigated the impact of leadership styles adopted by private secondary school principals on teachers' job performance, focusing on four

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leadership styles outlined in the path-goal theory and five key performance indicators (KPIs) of teacher job performance[140]. While previous research has addressed this topic, earlier studies tended to treat teacher job performance as a singular entity. This research aimed to delve into the specific effects of principal leadership styles on each of the five key performance indicators[140]. The empirical study included 253 middle management personnel, and the correlation findings from structural equation modeling indicated that the directive leadership style significantly influenced teacher job performance in the studied schools, followed by the supportive and achievement-oriented leadership styles[140]. In contrast, although participative leadership was identified as a significant predictor, it did not emerge as a particularly promising predictor of teacher job performance[140].

Notably, this research was conducted in a non-Western culture where directive leadership was found to be beneficial in fostering teacher job performance, a conclusion strongly supported by existing literature. Also, the primary objective of another study was to examine the most effective leadership style contributing to enhanced employee performance in the workplace and assess the impact of specific leadership styles (laissez-faire, transformational, and transactional) on employees' performance within the textile sector of Pakistan[141]. The research also aimed to investigate the moderating role of positive psychological capital in shaping the relationship between leadership styles and employee performance[141]. Employing a quantitative research approach, data were gathered from lower- to middle-level managers in the textile sector. The study's findings revealed that laissez-faire leadership has a significant and negative impact on employee performance[141].

However, the introduction of positive psychological capital as a moderator altered this relationship to a negatively significant one[141]. On the other hand, transformational leadership exhibited a significant positive impact on employee performance[141]. In the case of transactional leadership, the study found an insignificant direct effect on employee

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performance[141]. Yet, when positive psychological capital was introduced as a moderator, this relationship became positively significant[141]. Given the challenges faced by textile organisations in Pakistan, including issues with employee satisfaction and performance, the study suggested that the adoption of transformational leadership styles could potentially improve employee performance. The practical implications of these results extend to policymakers, employees, and management. Notably, this study contributes to the understanding of the relationship between leadership styles and employee performance by introducing positive psychological capital as an unexplored moderator in the context of the textile industry.

Additionally, the objective of another study was to assess the influence of work motivation, leadership style, and competence on job satisfaction, as well as examine their effects on performance[142]. Additionally, the study aimed to investigate the impact of job satisfaction on performance and explore the influence of work motivation, leadership style, and competence on performance through the mediation of job satisfaction[142]. The research was conducted at LLDIKTI-IX, with a population and sample size of 125 employees (complete sampling). The data collected through questionnaires was analysed using AMOS 18 and the structural equation model. The findings revealed a significant negative impact of work motivation on job satisfaction[142]. It was identified that employee motivation, particularly in aspects of existence, connectedness, and growth, was relatively low, emphasising the need for improvement to enhance job satisfaction[142]. Competence demonstrated a positive but insignificant influence on employee performance, indicating a potential concern regarding career development and insufficient attention to leveraging innovation and technology for performance improvement[142]. The study also indicated that competence influenced employee performance through job satisfaction, albeit in a positive but insignificant manner[142]. The poor level of employee job satisfaction was identified as a

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hindrance to performance enhancement, as current competencies did not sufficiently address work-related needs. The results highlight areas for improvement in employee motivation, competency development, and job satisfaction to optimise performance outcomes[142].

Moreover, the primary aim of a different study was to investigate the impact of leadership styles (LS) on the performance of academic staff (ASP) in Iraq[143]. Building upon the existing literature, the study posits that both LS and its specific components, namely transformational leadership (TFL) and transactional leadership (TSL), play a role in influencing ASP. Furthermore, the study proposes that job satisfaction (JS) acts as a mediator in the relationship between LS, TFL, TSL, and ASP. In terms of methodology, the study focuses on the academic staff in Baghdad, utilising a stratified sampling technique to gather responses from 297 participants across nine universities in the city. The findings of the study indicate that LS, TFL, and TSL significantly impact ASP[143]. Additionally, the study reveals that JS partially mediates the effects of LS, TFL, and TSL on ASP. Based on these results, the study recommends that decision-makers implement transformational leadership and work towards enhancing job satisfaction among academic staff[143]. These interventions are suggested to positively influence and improve the overall performance of academic staff in the Iraqi context.

Similarly, the primary objective of another study was to assess the impact of religiosity, transformational leadership, and job satisfaction on the performance of female teachers in private schools in Tangerang, with a specific focus on the mediating role of organisational citizenship behaviour[144]. The data collection involved simple random sampling through electronic means, targeting the population of private school teachers in Tangerang. Out of the returned and valid questionnaires, a total of 224 samples were analysed using the Structural Equation Model (SEM) method with SmartPLS 3.0 software.

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The study's findings indicated that religiosity, transformational leadership, and job satisfaction exerted positive and significant effects on teacher performance, both directly and indirectly, through the mediation of organisational citizenship behaviour[144]. However, it was noted that transformational leadership did not have a significant direct impact on teacher performance without the mediation of organisational citizenship behaviour[144].

The research proposed a model that suggests enhancing religiosity, transformational leadership, and job satisfaction to improve the performance of female teachers in private schools in Tangerang, with organisational citizenship behaviour serving as a key mediator[144]. The outcomes of this study contribute to the development of strategies to enhance teacher readiness for navigating the challenges of the Education 4.0 era. Furthermore, another study was conducted to assess the job performance of public primary school teachers in Oyo State[145]. Respondents were selected through a multi-stage sampling procedure utilising a simple random sampling technique, resulting in the participation of 643 respondents from the three senatorial districts. The reliability of the Structured Teachers' Questionnaire (TQ) was determined using Cronbach's alpha, and data analysis involved frequency counts, percentages, bar graphs, and linear multiple regression (ANOVA). The findings indicated that, overall, the level of job performance among teachers in Oyo State public primary schools was consistently high, except in the utilisation of instructional materials[145].

The dominant communication style observed was the passive communication style[145]. Hypothesis testing revealed that the combined influence of digital leadership and communication styles significantly affected public primary school teachers' job performance in Oyo State ($F_{(2,641)} = 2343.688$ at $P < 0.05$)[145]. Notably, only the aggressive communication style among school leaders ($P < 0.05$) demonstrated a significant relative influence on public primary school teachers' job performance[145]. This study contributes

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new insights by revealing the positive impact of digital leadership and communication styles on public primary school teachers' job performance in Oyo State. To enhance teacher performance, it is recommended that school administrators undergo self-development in the use of software programmes, applications, and other digital tools in this era[145]. This knowledge can be valuable in refining existing theories and improving educational practices in Oyo State public primary schools.

2.3.4 Motivational Factors and Job Performance

A study investigates the interconnection among motivational elements, job performance, and employee engagement, focusing on the influence of motivational factors on job performance with employee engagement acting as a mediator in the government sector of the Sultanate of Oman[146]. Employing a quantitative research methodology, the study evaluated six hypotheses using a sample of 111 government employees from the Ministry of Education, serving as a pilot test. Quota sampling was utilised, and Statistical Package for the Social Sciences (SPSS) and path analysis techniques were applied for analysis. The results reveal a positive association between motivational factors, employee engagement, and job performance, indicating that motivational factors significantly correlate with both employee engagement and job performance[146]. Moreover, employee engagement is identified as a partial mediator in the relationship between motivational factors and job performance[146]. The study holds significance for leaders and regulators aiming to enhance job performance in Oman's public sector and is one of the few investigations exploring the mediating role of employee engagement in the connection between motivational variables and job performance[146].

Notably, it is the inaugural research of its kind in Oman's public sector, with the potential for future exploration of additional motivational variables in the private sector. Another study investigates the correlation between job motivation factors and the

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performance of teachers in basic schools in Ghana[147]. Employing a quantitative approach, the research focuses on a sample of 254 teachers selected from a total population of 678 in the Effutu Municipality of Ghana. Out of the 254 questionnaires distributed, 159 were completed and returned, representing a return rate of 62.6%. Multiple regression and ANOVA analyses were utilised to examine the data. The study identifies compensation packages, job design and environment, and performance management systems as significant factors influencing teacher motivation in the municipality[147]. These motivation factors are found to be substantial predictors of performance when analysed at both decomposed and aggregated levels[14].

The results align with self-determination theory, specifically supporting explanations related to controlled and autonomous motivation factors. Additionally, noteworthy differences in teachers' performance were observed among specific age cohorts[147]. The study recommends that the municipal directorate of education create opportunities for the involvement of young teacher trainees and interns who are in the early stages of their careers, aiming to complement the experienced staff. Furthermore, the study advocates for initiatives that grant the teaching profession a degree of autonomy, fostering an environment conducive to nurturing the next generation of innovative educators in the municipality. The primary objective of this study is to investigate the impact of training and job promotion on work motivation and their consequences for employee job performance[148]. The research was conducted within the environment of the South Lampung Regency National Education Office, involving 215 respondents. A quantitative survey method was employed in the research design, and the data analysis was carried out using the structural equation model (SEM) with Amos 24. The findings of the study reveal the following key points: (a) training and promotion exhibited a positive and significant influence on work motivation; (b) training, promotion, and work motivation collectively

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demonstrated a positive and significant impact on job performance; however, (c) work motivation did not act as a significant mediator in the relationship between training, job promotion, and job performance[148]. Notably, job promotion exerted a more dominant direct effect compared to training in enhancing employee job performance, suggesting that providing job promotions proves to be a more effective strategy for improving employee job performance[148].

Additionally, facilitating regular training opportunities for employees is identified as another beneficial approach[148]. In conclusion, the combination of job promotion and training contributes to an increase in work motivation, subsequently leading to improved employee job performance. This underscores the importance of strategic efforts in providing both job promotions and regular training opportunities for employees to foster motivation and enhance overall job performance. Also, another research applies the principles of reinforcement theory of motivation and self-determination theory to explore the influence of motivation and rewards on employee job performance[149]. Motivation and rewards are scrutinised from both intrinsic and extrinsic perspectives, while job performance is assessed based on task and contextual performance aspects. The study also delves into the mediating role of job satisfaction in the relationship between motivation, rewards, and job performance[149]. Data were collected from both managerial and non-managerial staff in manufacturing and services firms using a five-point Likert scale. A non-probability convenience sampling technique was employed, resulting in 422 empirical responses. The collected data underwent analysis using the structural equation modelling technique.

The findings reveal a significant and positive impact of both motivation and rewards on employee job performance[149]. However, the dimensional analysis indicates that the influence of intrinsic and extrinsic motivation on contextual performance is insignificant[149].

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Additionally, the results emphasise that the link between rewards, motivation, and employees' job performance is contingent on job satisfaction[149]. This research offers valuable insights for senior management in manufacturing and services firms, guiding them on how to enhance employees' job satisfaction and performance by implementing diverse motivational and reward strategies tailored to the unique characteristics of different-sized firms.

2.3.5 Turnover Intention and Job Performance

A paper investigates the turnover intentions of accountants practicing within audit firms in Ghana, focusing on factors influencing their intentions to leave their jobs and exploring the potential implications of these intentions on job performance[150]. A survey methodology was employed, with questionnaires administered to accountants affiliated with accounting firms certified and approved by the Institute of Chartered Accountants, Ghana (ICAG). The hypothesised relationships were tested using partial least squares-based structural equation modeling. The study identifies organisational commitment, job satisfaction, emotional exhaustion, and religiosity as significant predictors of accountants' turnover intentions[150]. Additionally, the analysis reveals that turnover intentions have a negative impact on the job performance of accountants[150]. The findings carry two notable implications. Firstly, the study underscores the importance of the spiritual dimension in understanding turnover intentions, highlighting that an individual's attachment and commitment to religious values significantly influence these intentions[150]. Secondly, while existing literature often emphasises the influence of job performance on turnover intentions, this study adds a novel perspective by indicating that turnover intentions can also serve as a reliable predictor of employees' job performance[150].

A different study aims to assess the job satisfaction, turnover intentions, and performance levels of Nigerian polytechnic lecturers holding PhDs and to empirically

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explore the relationships between these variables[151]. Employing a descriptive correlational research design, a self-reported online questionnaire was utilized to collect primary data from a purposively selected sample of 167 Nigerian polytechnic lecturers with PhDs. The data were analysed using descriptive statistics and Partial Least Squares Structural Equation Modelling (PLS-SEM). Descriptive results revealed a low level of job satisfaction, a high level of turnover intention, and a moderate level of performance among Nigerian polytechnic lecturers with PhDs[151]. The structural model demonstrated a significantly positive association between job satisfaction and the performance of these lecturers[151]. Further analysis indicated significantly negative relationships between job satisfaction and turnover intentions, as well as between turnover intentions and performance among Nigerian polytechnic lecturers with PhDs[151]. This study addresses a gap in empirical research, particularly concerning the impact of turnover intentions on employee performance in the Nigerian context.

The findings not only contribute valuable empirical evidence of the negative influence of turnover intentions on lecturer performance in Nigeria but also offer insights into the fundamental issues contributing to the brain drain phenomenon among lecturers in higher education institutions, particularly in developing countries. Again, another study explores the interconnections among an Organisational Learning Culture (OLC), job satisfaction, turnover intentions, and job performance in the context of organisational change[152]. Utilising a quantitative approach, the study employed structural equation modeling (SEM) and bootstrapping estimation to examine hypotheses derived from data collected from 434 employees in a restructured telecommunications company in Taiwan. The results indicate that employees exposed to a more robust learning culture demonstrated reduced turnover intentions and enhanced job performance[152]. Job satisfaction emerged as

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a key factor, negatively impacting turnover intentions while positively influencing job performance[152].

Furthermore, job satisfaction was found to fully mediate the relationships between an OLC and both turnover intentions and job performance[152]. In the face of planned organisational changes, a vibrant learning culture contributed to the higher job and workplace satisfaction for employees[152]. Despite unforeseen challenges during the changes, employees with greater job satisfaction were more inclined to fulfill their job duties and exhibited fewer turnover intentions. By delving into issues associated with organisational change, this study offers valuable managerial insights and proposes strategies for integrating an OLC into the design and implementation of a more conducive workplace environment.

2.3.6 Emotional Intelligence and Job Performance

A study utilised the Hunter and Schmidt meta-analytic approach to explore the connection between emotional intelligence (EI) and job performance[153]. It contributes to existing literature in several ways: by incorporating more than twice as many studies with a sample size over triple that of previous meta-analyses, employing a more suitable methodology, following a criterion-driven strategy, implementing rigorous inclusion criteria, and examining previously unexplored moderators of EI and job performance relationships. The findings revealed that EI demonstrated operational predictive validity of 0.45 ($k = 99$, $N = 17,889$), with self-reported ability EI measures proving to be the most reliable[153]. Additionally, the study identified that the correlation between EI and job performance is moderated by job context and the types of job performance measures, while the job position of incumbents partially influences the validity of EI[153]. Overall, the results support the validity of both ability and trait models of EI.

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Also, the primary objective of a study was to address the inconsistent findings in the literature and investigate whether emotional intelligence (EI) can enhance job performance among hospitality workers[154]. A meta-analysis was conducted to explore the correlation between EI and the job performance of hospitality workers, along with the factors that influence this relationship. The results of the meta-analysis revealed a positive association between EI and hospitality workers' job performance ($\hat{\rho}$ = 0.54)[154]. This relationship was found to be more robust when the percentage of married individuals is low and in cultures characterised by femininity[154]. Interestingly, the correlation did not vary based on the gender composition of the studies, educational levels, cultural collectivism or individualism, power distance, or uncertainty avoidance[154].

This study not only contributes to clarifying the mixed findings in the field but also unveils important theoretical moderators. The identified moderators provide insights into cross-cultural research, work-family literature, and gender-related aspects within the context of hospitality research. Overall, this study establishes a theoretical foundation and employs a meta-analysis approach to elucidate the connection between EI and hospitality workers' job performance, shedding light on the factors that condition this relationship. This research aims to explore how faculty members in the higher education sector in the Kingdom of Saudi Arabia perceive emotional intelligence about job performance, encompassing both task and contextual performance (TP and CP)[155].

Employing an explanatory research design method, this study adopts a quantitative approach through a survey-based investigation, gathering anonymous responses from 277 faculty members across various higher educational institutes in Saudi Arabia. The research findings unveil a positive correlation between the appraisal of others' emotions and the utilisation of emotions with contextual performance (CP)[155]. Furthermore, all dimensions of emotional intelligence—self-emotion appraisal (SEA), others' emotions appraisal

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(OEA), use of emotions (UOE), and regulation of emotions (ROE)—demonstrate a significant positive relationship with task performance (TP)[155]. Overall, the study supports the notion that emotional intelligence plays a crucial role in enhancing the job performance of faculty members[155]. The research contributes empirical evidence to the assertion that emotional intelligence directly influences job performance through the appraisal, use, and regulation of emotions. The practical implications of the findings suggest that higher education institutions should consider specific initiatives to raise awareness of and develop emotional intelligence skills among their faculty staff. Notably, this study holds significance as the first to investigate the impact of emotional intelligence on employees' performance within the Saudi Arabian higher education sector. Additionally, the development of a new psychometric scale introduced in this study proves valuable for assessing emotional intelligence in the higher education context.

2.3.7 Job Satisfaction and Job Performance

The objective of meta-analytic research was to reconcile the inconsistencies found in previous studies and provide a comprehensive understanding of the relationship between job satisfaction and job performance[156]. A total of 913 articles in both English and Persian were sourced from four databases, leading to the selection and analysis of 113 articles with 123 independent datasets. The random-effects model was employed, revealing a medium, positive, and statistically significant relationship between job performance and job satisfaction ($r = 0.339$; 95% CI = 0.303 to 0.374; $P = 0.000$)[156]. Furthermore, the country of India emerged as a moderator variable in the analysis[156]. The study meticulously examined biases such as publication, language, selection, and citation biases. The perennial concern for organisations has been the enhancement of employee job performance. The outcomes of this study offer valuable insights for managers across various industries, particularly for professionals in both the public and private sectors in India. These findings can aid in more

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effective planning and management of employee satisfaction and performance. Additionally, scholars in India can leverage these results to contextualise global research on the relationship between job satisfaction and job performance.

Another study recognises the crucial role of job satisfaction in shaping employee performance, particularly within the context of Polytechnic employees[157]. Despite numerous research studies on job satisfaction, there is a noticeable dearth of research focusing specifically on this demographic. Therefore, the research aims to fill the gap by investigating the impact of job satisfaction on employee performance among Polytechnic staff[157]. The study employs a quantitative and cross-sectional research design, collecting data from 130 respondents through a survey. The results of the simple regression analysis indicate a significant and positive influence of job satisfaction on employee performance among Polytechnic employees[157]. This implies that improving job satisfaction levels within this specific group is crucial for enhancing their overall performance[157]. The study delves into further details regarding its findings and discusses the implications of the observed relationship between job satisfaction and employee performance in the context of Polytechnic employees.

2.3.8 Job Security and Job Performance

The primary objective of another study was to assess the levels of job security among private school teachers in the Irbid governorate while also examining their job performance from the perspective of school principals[158]. The study aimed to explore the relationship between job security and job performance among these teachers. Employing a descriptive-analytical design, the research utilised questionnaires on job security and job performance, distributed to 165 school principals. Both instruments demonstrated validity and reliability. The findings revealed a high level of job security among private school teachers, while job performance was assessed to be at a moderate level[158]. The study also

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identified a positive, yet statistically insignificant, correlation between job security and job performance[158]. In light of these results, the study recommends the development of performance appraisal measures that incorporate clear indicators capable of accurately reflecting the true level of job performance among private school teachers.

Another research delves into examining the correlation between independent variables—namely, management support, remuneration and benefits, colleague support, and job security—and the dependent variable of employee work performance, with Herzberg's Two-Factor Theory guiding the exploration of these relationships[159]. Employing a quantitative methodology, an online questionnaire served as the primary data collection tool, with 86 responses analysed using the Statistical Package for Social Science (SPSS) version 27. The study's findings reveal a favourable and statistically significant correlation between colleague support, job security, and employee work performance[159]. However, no significant association was found between managerial support, compensation, and benefits and employee work performance[159]. The pivotal determinant identified in this research is the level of assistance provided by colleagues. Colleague support and job security are considered indicative of hygiene considerations, effectively mitigating employee dissatisfaction. Consequently, the research findings present a valuable framework for organisations, emphasising the importance of fostering colleague support and ensuring job security to enhance overall job satisfaction and subsequently elevate employee work performance. These insights can guide organisations in refining their managerial practices to promote a more supportive and secure work environment.

Moreover, another study aimed to explore the relationship between job security and employee performance among Jordanian nurses[160]. Employing a descriptive, comparative cross-sectional design, the research was conducted in two governmental and two private hospitals, involving a sample of 156 nurses selected through convenient sampling. Data

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collection utilised the Job Security questionnaire and the Six-Dimension Scale of Nursing Performance. The findings indicate a moderate level of job security, with a mean score of 3.26, and a high level of job performance, averaging 2.68[160]. A statistically significant, moderately positive relationship was observed between job security and employee performance ($r = 0.404$, $p < 0.01$)[160]. Furthermore, years of experience as a registered nurse, years of experience in the current hospital, and years of experience in the current unit demonstrated a weak but significant negative relationship with employee performance ($r = -0.18$, $r = -0.20$, and $r = -0.19$, respectively, all $p < 0.05$)[160]. Notably, nurses with moderate levels of job security exhibited high scores on job performance[160]. Future research could delve into the specific characteristics of Jordanian nursing work environments that might contribute to the observed differences between job security and employee performance, providing additional insights into the dynamics of this relationship.

2.3.9 Training and Job Performance

A study investigates the impact of training and development on employee job performance in Nigeria, recognising the critical role of this process in enhancing worker performance within organizations[161]. The research defines the concept of staff training and development, identifying key stages such as orientation, in-service programmes, job rotation, and in-house training. Additionally, the study highlights the importance of staff training and development in contributing to rapid economic development, political stability promotion, and poverty alleviation[161]. The challenges associated with staff training and development are identified as poor political leadership and inadequate staff training[161]. In conclusion, the study highlights the invaluable role of training in increasing organisational productivity. Beyond enhancing employee skills and capabilities, training provides individuals with opportunities to practically learn their roles and perform more competently.

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The study recommends that training programmes within organisations should be continuous rather than reactive, emphasising the need for ongoing development initiatives rather than solely implementing training when the organisation faces difficulties. Another research was carried out at PT. Multiguna Lestari Abadi in Kelurahan Selensen, Indragiri Hilir. The main objective of the study is to investigate the influence of job training, work supervision, and employee commitment on the work performance of production employees at PT. Multiguna Lestari Abadi in Kelurahan Selensen, Indragiri Hilir[162]. In the study, job training, work supervision, and employee commitment are considered independent variables (X), while work performance is the dependent variable (Y). The research problem arises from the fact that the company has not achieved its production targets for the past 5 years, coupled with instances of employee absenteeism or tardiness as indicated by company records and expert opinion[162].

The sample for the study consisted of 53 respondents, encompassing the entire population size. Data were collected through questionnaires distributed using a census or total sampling technique. The gathered data were then processed and subjected to statistical analysis using SPSS 22. The results of the tests indicate that job training has a positive and significant impact on employee work performance, work supervision similarly has a positive and significant effect on work performance, and employee commitment exhibits a positive and significant influence on work performance[162]. The cumulative effect of job training, work supervision, and employee commitment on work performance is established, with a calculated value (20.840) exceeding the table value (3.18) and a significance value (0.000) below 0.05[162].

Another paper aimed to evaluate the impact of professional training and development for librarians and library staff in the southwest region of Nigeria, with a specific focus on the Federal University of Oye Ekiti (FUOYE)[163]. The study intends to

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assess how staff professional development and training contribute to the job performance of library staff at FUOYE. The research utilised a descriptive survey research design, targeting all library staff and attendants across departmental, faculty, and university libraries within FUOYE. The sample, consisting of 77 library staff members, was selected using purposive sampling. Research instruments developed by the researchers, including the Staff Development Programme Questionnaire (with a reliability coefficient of r = 0.79), Staff Performance Questionnaire (r = 0.81), and Challenges of Staff Professional Development and Training Questionnaire (r = 0.82), were employed for data collection[163]. Descriptive statistics, such as frequency counts, percentages, mean, and standard deviation, as well as inferential statistics like correlation and one-way ANOVA, were applied in data analysis at a 5% level of significance. The findings indicate that the job performance level of library staff in FUOYE is high[163]. There is a positive and statistically significant relationship between the professional development of library staff and their job performance[163]. Furthermore, various forms of professional development programmes, including orientation, in-house training, seminars, on-the-job training, and instructor-led training, significantly impact the job performance of library staff[163]. While the study is limited to university libraries at FUOYE, the practical implications suggest the need for a diverse range of professional development programmes, such as distance educational programmes, conferences and workshops, study visits, formal professional library education, and TETFUND programmes, to be made available for university library staff. The paper recommends the regular organisation of staff professional development programmes, as they enhance the overall job performance of library staff.

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2.3.10 Total Quality Management and Job Performance

The primary objective of the study was to investigate the impact of Total Quality Management (TQM) practices, including its various dimensions such as customer focus, employee participation, continuous improvement, leadership and good vision, and operations management, on the performance of employees within the Qatar Ministry of Interior[164]. Additionally, the study sought to explore the moderating role of knowledge sharing in this relationship. The research employed a quantitative approach, collecting 280 questionnaires from respondents to gather the necessary information for hypothesis testing. The data were analysed using multiple regression and gradient regression techniques. The findings of the study indicate that TQM practices, along with their various dimensions, have a significant impact on employee performance, with knowledge sharing playing a moderating role in this relationship[164]. The results contribute to the development and implementation of strategic initiatives aimed at enhancing employee performance through the adoption of TQM practices and fostering a culture of knowledge sharing. This study provides valuable insights for organisations, particularly within the context of the Qatar Ministry of Interior, to optimise their practices and create a conducive environment for continuous improvement and knowledge exchange among employees.

2.3.11 Job Design and Job Performance

An article explores the impact of job design and ergonomics on employee performance in the context of organisational adaptation and increased competition[165]. Recognising the transformative nature of organisations and their multifaceted influence on employee performance, the study aims to analyse and test the interconnectedness of job design and ergonomics. The research encompasses 32 organisations within the automotive sector in India, specifically focusing on managers and supervisors handling teams in

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manufacturing units. Employing a quantitative approach, the study gathers data through a 5-point Likert scale questionnaire and utilises confirmatory factor analysis (CFA), correlation, and multivariate regression analysis for analysis. The results indicate a significant impact of both job design and ergonomics on employee performance[165]. Moreover, the correlation outcomes suggest a strong and statistically significant connection between job design and ergonomics[165]. The study concludes by emphasising the importance of incorporating ergonomics into job design, especially in the manufacturing units of the automotive sector. It suggests that organisations, in their efforts to enhance employee outcomes, should consider ergonomics as an integral component of job design, viewing it as a critical element in the broader framework of designing for safety[165]. This approach ensures a comprehensive strategy for optimising employee performance in the face of evolving organisational needs and competitive pressures.

Another study delves into the impact of four components of job design—job enrichment, job rotation, job enlargement, and job simplification—as predictors of job performance[166]. While existing literature highlights the positive correlation between job design and job performance, this study aims to provide insights into potential limitations. Conducted as a case study, the research focuses on issues faced by a prominent automobile company in Malaysia. Primary data for the study were collected through the distribution of questionnaires, employing a multiple regression model to explore the predictors of job performance. The findings indicate that job rotation and job enlargement significantly influence job performance, while the impact of job enrichment and job simplification was deemed insignificant and may warrant further examination[166]. The results of the analysis are discussed in alignment with relevant literature, offering new insights into critical factors of job design that influence job performance, particularly in the support cluster of a manufacturing company. This study contributes to a deeper understanding of the nuanced

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relationship between various job design components and job performance within a specific organisational context.

2.3.12 Autonomy Empowerment and Job Performance

A lecturer who has autonomy and feel empowered in their roles tend to experience higher job satisfaction, which positively impacts their job performance. Autonomy allows lecturers to be more creative in their teaching methods, leading to innovative approaches that can improve student engagement and job performance. Empowered lecturers have the freedom to make decisions related to classroom management and curriculum, which often results in better-informed choices and improved job performance[167]. When lecturers have autonomy, they take ownership of their professional growth and development, which can lead to continuous improvement in job performance. Empowered lecturers can align their teaching practices with their philosophies, fostering a sense of purpose and motivation that positively affects job performance. Autonomy and empowerment often come with increased accountability, motivating lecturers to perform at their best to meet the responsibilities they have been granted. Lecturers with autonomy are more likely to adopt student-centered teaching approaches, which can lead to improved student outcomes and, consequently, better job performance. Empowered lecturers are better equipped to identify and address challenges in the classroom, leading to more effective problem-solving and improved job performance[168].

Autonomy and empowerment can lead to higher levels of lecturer engagement, which is strongly correlated with improved job performance. Empowered lecturers are often more adaptable to changing educational environments and needs, allowing them to maintain consistent job performance even in dynamic settings[104]. Autonomy can boost lecturers' confidence in their abilities, leading to a positive impact on their job performance as they take on more challenging tasks. Supportive schools' culture that values and

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encourages lecturer autonomy and empowerment fosters a positive atmosphere that further enhances job performance. Empowered lecturers are more likely to seek out and benefit from professional growth opportunities, which can lead to improved job performance. Lecturers who have autonomy and feel empowered often build stronger relationships with students, resulting in better classroom management and improved job performance[169]. Autonomy and empowerment can contribute to lecturers' long-term commitment to the profession, leading to sustained high job performance over their careers.

2.3.13 Supportive Supervision and Job Performance

Lecturers who receive supportive supervision from their principals tend to report higher levels of job satisfaction, which is often linked to improved job performance. Supportive supervision can help lecturers develop effective classroom management skills, leading to better classroom environments and job performance. Lecturer under supportive supervision often exhibit higher levels of confidence in their instructional abilities, which can positively affect their job performance. Supportive management may facilitate access to relevant professional development opportunities, helping lecturers acquire new skills and knowledge that enhance job performance[170]. Supportive supervision fosters a collaborative approach to problem-solving, where lecturers and principal managers work together to address challenges, leading to better job performance outcomes. Principal's manager providing supportive supervision offers constructive feedback that helps lecturers make targeted improvements in their instructional practices, ultimately benefiting job performance[171].

Supportive supervision allows lecturers some autonomy in decision-making, which can lead to more innovative teaching approaches and, in turn, improved job performance. Lecturers who receive supportive supervision often feel a stronger alignment with the school's mission and goals, resulting in improved job performance that supports those

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objectives. Supportive supervision can contribute to reduced lecturer stress and burnout, leading to better overall job performance. Lecturers who experience supportive supervision often demonstrate a higher level of commitment to their school, students, and profession, leading to sustained high job performance. Supportive supervision encourages lecturers to engage in regular professional reflection, which can lead to continuous improvement and better job performance. Supportive supervision helps build positive and trusting relationships between management and lecturers, which can enhance job performance by fostering open communication and collaboration[172].

Lecturers under supportive supervision may be more likely to adopt student-centered teaching practices, leading to improved student outcomes and, subsequently, better job performance evaluations. Supportive supervision contributes to sustained lecturer's growth and development over time, leading to consistent and improved job performance throughout a lecturer's career[173]. These potential findings emphasize the positive impact that a supportive supervision style from management can have on lecturers' job performance by fostering professional growth, motivation, and a conducive working environment.

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2.4 Conceptual Model

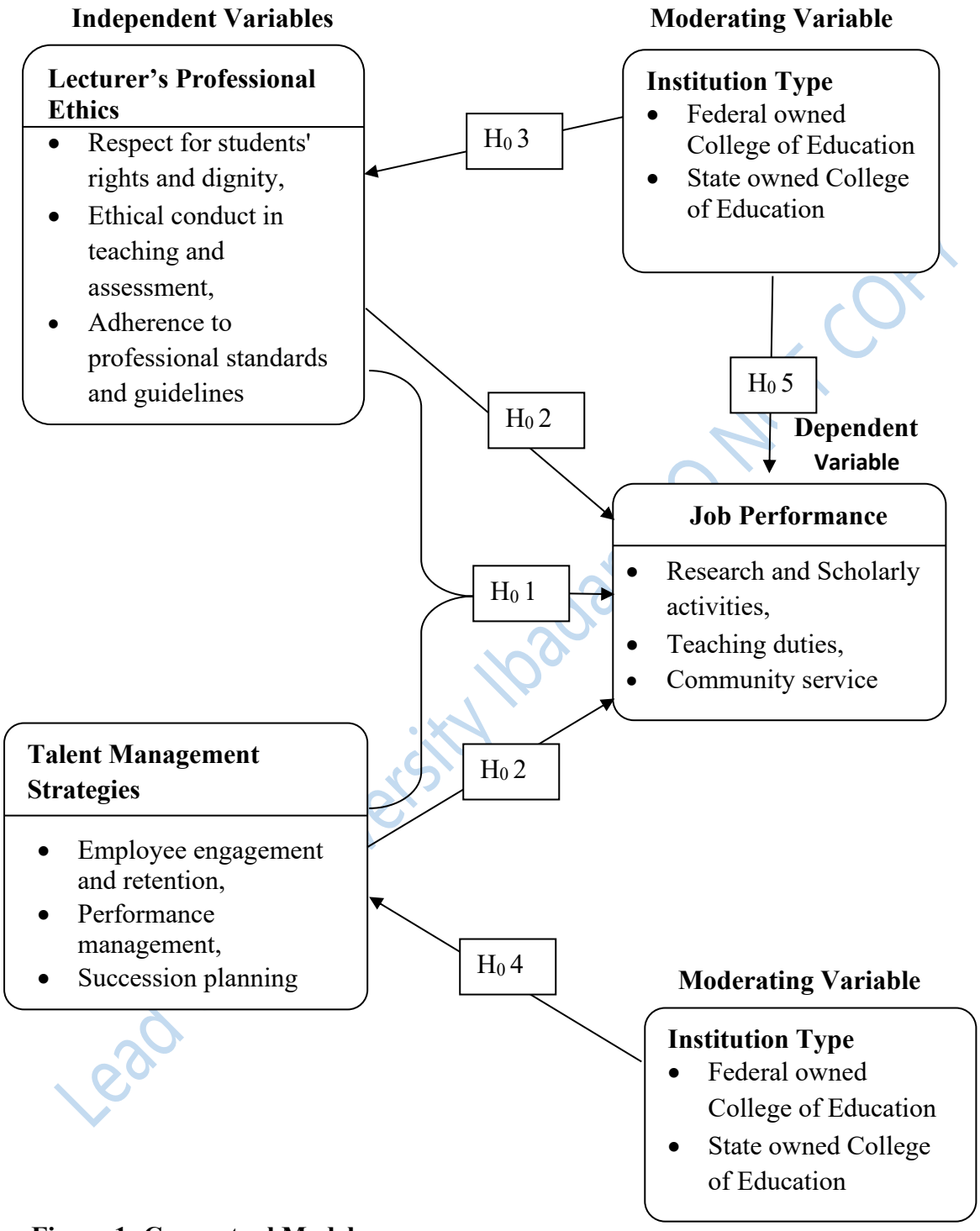


Figure 1: Conceptual Model

Source; The Researcher, 2024

The conceptual model presented above centered on understanding the intricacies of job performance within colleges of education in Southwest, Nigeria. The conceptual framework integrates the pivotal components of a lecturer's professional ethics and the implementation of talent management strategies to comprehensively examine their combined influence on job performance. Additionally, the model seeks to assess potential disparities across institutions in the levels of professional ethics, talent management strategies, and job performance in the region. The model showed the inter-connectedness of each of the independent variables to the dependent variables which resulted in the formulation of hypotheses.

The first hypothesis ($H_0$1) postulates that the joint impact of lecturers' professional ethics and the effective implementation of talent management strategies significantly contributes to the overall job performance of lecturers in public colleges of education within the Southwest region of Nigeria. Building upon $H_0$1, the second hypothesis ($H_0$2) emphasizes the relative influence of specific aspects of lecturers' professional ethics, including respect for students' rights and dignity, ethical conduct in teaching and assessment, and adherence to professional standards and guidelines, as well as the implementation of talent management strategies such as employee engagement and retention, performance management, and succession planning. It suggests that these factors collectively shape the job performance of lecturers in public colleges of education within the Southwest region of Nigeria. The third hypothesis ($H_0$3) delves into the potential variations in the commitment to professional ethics among different institutions within the Southwest region of Nigeria. It suggests that certain colleges may exhibit a higher dedication to professional ethics compared to others, as reflected in their approaches to respecting students' rights and dignity, ethical conduct in teaching and assessment, and adherence to professional standards and guidelines. Expanding the analysis, the fourth

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hypothesis ($H_0$4) explores potential discrepancies in the application of talent management strategies across colleges of education in Southwest, Nigeria. It suggests that certain institutions might excel in areas such as employee engagement and retention, performance management, and succession planning, while others may demonstrate a relatively lower level of implementation. The fifth hypothesis ($H_0$5) highlights the possibility of varying standards of job performance among public colleges of education within the Southwest region of Nigeria. It suggests that some institutions might showcase superior performance in terms of research and scholarly activities, teaching effectiveness, and community service, while others may exhibit comparatively lower standards in these areas.

Through the investigation of these hypotheses, this study aims to provide a comprehensive understanding of the intricate interplay between lecturer's professional ethics, talent management strategies, and potential institutional differences. The findings are expected to contribute valuable insights to the existing knowledge on the determinants of job performance within public colleges of education in Southwest, Nigeria.

2.5 Summary of Gap in Literature Reviewed

This chapter was organised into four major sections - conceptual review, theoretical framework, review of empirical studies, and conceptual model. The conceptual review gave better insights into useful concepts of the study such as lecturer professional ethics, talent management strategies and job performance in public colleges of education in Southwest Nigeria. The study has two independent variables and one dependent variable. The independent variables are professional ethics and talent management strategies while the dependent variable is job performance.

Lecturers' professional ethics refer to the moral principles and values that guide the behaviour and conduct of individuals in the teaching profession. These ethics are important as they help to ensure the quality and integrity of education, promote trust and respect

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between educators and students, and uphold the professional standards of the teaching profession. The researcher worked on three indices on the lecturer professional ethics. The three indices are respect for students' rights and dignity which encompassing the recognition and appreciation of students' inherent worth and autonomy. It entails gtreating students fairly, upholding their fundamental rights, and fostering an environment that honors their individuality.

Ethical conduct in teaching and assessment constitutes a foundational element of a lecturer's professional ethics. It encompasses the unwavering commitment to moral principles and values in the processes of instructing and evaluating students. Ethical conduct in teaching and assessment assumes paramount importance in ensuring equity, cultivating a positive learning milieu, and upholding the integrity of the educational system. Nevertheless, a critical examination of this facet reveals several salient considerations. Adhering to professional standards and guidelines is widely recognized as an essential element of a lecturer's professional ethics. The teaching profession, with its significant influence on students' intellectual and personal development, requires educators to uphold a set of established norms, principles, and guidelines that govern their conduct and practice.

The second independent variable is Talent Management Strategies which refer to the comprehensive approaches and practices implemented by organizations to attract, identify, develop, and retain talented individuals within their workforce. These strategies recognize that talented employees are valuable assets who can contribute significantly to an organization's success and competitive advantage. In the context of higher institutions of learning, talent management strategies play a crucial role in attracting, developing, and retaining talented faculty members, researchers, and administrative staff. These strategies are designed to enhance the institution's academic reputation, foster a culture of excellence,

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and ensure the continuous growth and success of the organization. The researcher works on four indices of this variable.

Employee engagement and retention are critical indicators of the effectiveness of talent management strategies used for lecturers in higher institutions of learning. In the context of higher education, attracting, developing, and retaining talented lecturers is crucial for maintaining teaching quality, fostering student success, and enhancing the institution's academic reputation Performance management is a crucial aspect of talent management strategies in higher institutions of learning. It involves the systematic process of setting performance expectations, providing feedback, and assessing the performance of lecturers. Succession planning is another crucial component of talent management strategies in higher institutions of learning. It involves identifying and developing individuals with the potential to fill key leadership positions in the future.

The second section examined theories related to the study such as Institutional Theory and Social Exchange. Institutional Theory is a sociological and organizational theory that focuses on the role of institutions in shaping behaviour, norms, and practices within organizations and society. It originated in the late 19th and early 20th centuries and has since evolved into several branches, including neo-institutional theory and new institutionalism. Institutions refer to the established, widely accepted, and enduring patterns of behaviour, rules, norms, and practices within a society or organization. These can include formal institutions (e.g., laws and regulations) and informal institutions (e.g., culture and traditions). One of the central ideas in Institutional Theory is isomorphism, which refers to the process by which organizations adopt structures, practices, and behaviour that conform to prevailing institutional norms. Isomorphism can be coercive (organizations conform due to external pressures), mimetic (organizations imitate others), or normative (organizations conform because it is considered socially desirable). Institutional Theory emphasizes the

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importance of legitimacy, which is the perception that an organization or behaviour is acceptable and appropriate within its institutional environment. Organizations often strive for legitimacy to gain social approval and support. Social Exchange Theory is a well-established sociological and psychological framework that provides insights into human social interactions, relationships, and behaviour. It was first formulated by George Homans in the 1950s and later developed by Peter Blau. This theory posits that individuals engage in social relationships and interactions based on the expectation of mutual benefit or reciprocity. The central tenet of Social Exchange Theory is the idea of reciprocity, which means that individuals seek to maximize rewards and minimize costs in their social interactions. Rewards can be tangible (such as money or resources) or intangible (such as love, respect, or social approval), while costs refer to sacrifices or negative consequences.

The literature also looked at some empirical reviews by researchers. Although several related studies were carried out on the subject matter, the literature reviewed showed scarcity of studies on the joint contribution of lecturer professional ethics and talent management strategies on job performance in public colleges of education in Southwest Nigeria. This study was therefore carried out to address this gap in knowledge.

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Chapter Three

Methodology

This chapter presents the methodology used for this study. The chapter was organised based on the following subheadings

3.1 Research Design

This study adopted a descriptive research design of the survey type. The descriptive survey design ensures the collection of factual information that best describes the existing phenomena without any form of variable manipulation.

3.2 Population of Study

The population of this study encompasses all lecturers and second-year (200L) students in public colleges of education across Southwest, Nigeria. At the time of this research, there were ten (10) such institutions in the region, comprising a total of two thousand five hundred and seventy-four (2,574) lecturers and fourteen thousand six hundred and nineteen (14,619) 200L students [1]. The selection of 200L students was predicated on their ability to provide informed assessments of lecturer performance, given their regular interactions with them. While 300L students could have been considered, their availability within the colleges during the data collection phase may have been hindered by their participation in teaching practice exercises. For clarity, Table 3.1 presents the statistical breakdown of lecturer and 200L student populations across public colleges of education in South West Nigeria.

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Table 3.1: Population for the Study

S/n	South West States	Public Colleges of Education	Ownership	Number of Lecturers	Number of 200L Students
1.	Lagos	Federal College of Education, (Technical) Akoka	Federal	245	420
2.	Ogun	Federal College of Education, Abeokuta	Federal	258	1907
		Sikiru Adetona College of Science and Technology Education, Omu-Ijebu	State	162	2114
3.	Oyo	Federal College of Education (Special), Oyo	Federal	501	1977
		Emmanuel Alayande Coll. of Educ., Oyo	State	385	2114
		Oyo State College of Education, Lanlate	State	116	502
4.	Osun	Federal College of Education, Iwo	Federal	84	850
		Osun State College of Education, Ila-Orangun	State	126	1376
5	Ekiti	College of Education, Ikere Ekiti	State	201	1715
6	Ondo	Adeyemi College of Education, Ondo	Federal	496	1644
		TOTAL	**10**	**2,574**	**14,619**

Source[1]

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3.3 Sample and Sampling Techniques

The sampling technique employed encompassed total enumeration, simple random sampling, and the implementation of the Taro Yamane formula. In the first stage, the total enumeration technique was used due to the relatively small number of Public Colleges of Education in South West Nigeria and the fact that the researcher would be able to access all of them. Subsequently, employing the Simple Random Sampling Technique, eighty-four (84) lecturers were selected from each college. This is because the Federal College of Education, Iwo, with the smallest number of lecturers, which is eighty-four (84), was used as a benchmark to ensure uniformity and to ensure no college is more represented than the other in the selection process. In the next stage, the Taro Yamane formula for sample size determination, $\mathbf{n=N/\ (1+N\ (e)^2}$ was used to determine the sample size of the 200L students in each of the colleges. In this formula, "n" denotes the sample size," N" denotes the population of the study, and "e" denotes the margin of error $(0.05)^2$. The resulting sample size was then distributed among the available departments in each college using the Simple Random Sampling Technique. This gave a total of ten (10) Public Colleges of Education, eight hundred and forty (840) lecturers, and two thousand nine hundred and ninety-two (2992) 200L students for the study. Details of the procedure are provided in Table 3.2 below:

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Table 3.2: Sample of lecturers and students in public Colleges of Education in Southwest, Nigeria

S/n	South West States	Public Colleges of Education	Ownership	Number of Sampled Lecturers	Number of Sampled 200L Students
1.	Lagos	Federal College of Education, (Technical) Akoka	Federal	84	205
2.	Ogun	Federal College of Education, Abeokuta	Federal	84	331
		Sikiru Adetona College of Science and Technology Education, Omu-Ijebu	State	84	336
3.	Oyo	Federal College of Education (Special), Oyo	Federal	84	333
		Emmanuel Alayande Coll. of Educ., Oyo	State	84	336
		Oyo State College of Education, Lanlate	State	84	223
4.	Osun	Federal College of Education, Iwo	Federal	84	272
		Osun State College of Education, Ila-Orangun	State	84	310
5	Ekiti	College of Education, Ikere Ekiti	State	84	324
6	Ondo	Adeyemi College of Education, Ondo	Federal	84	322
		Total	**10**	**840**	**2,992**

Source[1]

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3.4 Description of Research Instruments

A mixed-methods research approach was used for data collection. This includes the use of a self-structured questionnaire for lecturers and a self-structured interview guide for 200-level students. This was used to offer a more comprehensive understanding of a phenomenon by leveraging the strengths of both data types. The questionnaire titled Lecturers' Professional Ethics, Talent Management Strategies, and Job Performance

Questions (LPETMSJPQ) was divided into five sections. Section A contains demographic information of the respondents, which covers institution, age range, gender, years of experience, and highest qualification. Section B of the instrument contains nine items carefully structured to assess information on the level of the job performance of the lecturer vis-à-vis teaching performance, research performance, and community service performance. Section C of the instrument contains nine items structured to determine the level of the lecturer's professional ethics vis-à-vis Respect for Students' Rights and Dignity, Ethical Conduct in Teaching and Assessment, and Adherence to Professional Standards and Guidelines. Section D of the instrument also contains twelve items carefully structured to determine the level of talent management strategies in the study area vis-à-vis Employee Engagement, Retention Strategies, Performance Management, and Succession Planning. The last section of the instrument, section E, contains six carefully structured items designed to determine the influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest, Nigeria.

The second instrument, which is the self-structured interview guide titled Professional Ethics in Public Colleges of Education in South West, Nigeria (PEQ), was administered to 200-level students. This instrument was divided into two sections, that is, sections A and B. Section A of the instrument contains demographic information of the respondents. Section B consists of five items which were used to assess lecturers' respect for students' rights and dignity in Public Colleges of Education in South West, Nigeria.

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3.5 Validity of the Research Instruments

The Validity of the Instrument was carried out via face and content validity methods. The instruments were subjected to proper scrutiny by the researcher supervisor. Also, experts in tests and measurements and item generation were consulted, and all corrections that were suggested were made before the administration of the instrument.

3.6 Reliability of the Research Instruments

An Instrument is reliable if it measures under the same circumstances consistently from one time to the other, what it was supposed to measure[3,4]. In this study, a pilot test was conducted by administering thirty copies of each of the instruments to the lecturers and students in the study area who were deliberately excluded from the study area. The reliability of the instrument was assessed using the Cronbach's alpha method, and $\alpha = 0.831$ was generated to ascertain the degree of internal consistency and stability of the responses to the items on the instrument. Additionally, the reliability of the interview guide was evaluated using Cohen's Kappa, with a result of $\kappa = 0.73$, signifying substantial agreement and confirming the reliability of the instrument.

3.7. Administration of the Research Instrument

The researcher obtained a letter of introduction from the Department of Arts and Social Science Education's head for easy access to the respondents. The researcher conducted a preliminary visit to the Public Colleges of Education in Southwest, Nigeria, to obtain permission and foster cooperation from the school management, academic staff union bodies, and students who participated in the study. The research instrument was administered by the researcher, assisted by six trained research assistants, trained on qualitative data collection and questionnaire filling to ensure clear guidance on how the participant should complete the items, thereby facilitating the provision of accurate data relevant to each individual.

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3.8 Method of Data Collection

Data collection spanned five months, with due diligence exercised that included nearly all sampled participants. The study's instruments were collected by the researcher alongside six research assistants. In other words, one research assistant was allocated to each state in the southwest, Nigeria. This was done to ensure a high rate of return and reduce data mortality to a minimum. The questionnaire administered to the sampled population of academic staff was 840, but 798 were retrieved, and 2,992 200-level students' interviews were supposed to be conducted, of which 2,397 were available to be interviewed. After screening for completeness and validity, 773 lecturers' questionnaires and 2,185 students' interviews were deemed suitable for analysis.

3.9 Method of Data Analysis

The data collected in this study were subjected to both Descriptive, inferential statistical analyses and Content analysis. Descriptive statistics of Mean and Standard Deviation, Frequency Counts, and Simple Percentages were used to analyse the demographic data of the participants. Inferential statistics of multiple regression analysis and t-test were equally employed to test the stated hypotheses. All hypotheses were tested at a 0.05 level of significance.

3.10 Ethical Approval

Ethical approval was sought from the authority of the Lead City University, Ibadan. Before administering the research instruments, the researcher and the research assistants addressed the issues of confidentiality, privacy, and anonymity of the respondents. The researcher, with research assistants, obtained informed consent from each of the respondents and provided transparent information about the purpose of the study and the use of the data collected.

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Chapter Four

Results and Discussion of Findings

4.1 Instruments Return Rate

A total of 840 questionnaires were distributed to lecturers, while 2,992 200-level students were supposed to be interviewed. Of these, 798 lecturer questionnaires were successfully retrieved, and 2,397 students' interviews were successfully interviewed, yielding a response rate of 95% and 80%, respectively. After screening for completeness and validity, 773 lecturer questionnaires (92% of those distributed) and 2,185 students' interviews (72.03% of those interviewed) were deemed suitable for analysis.

4.2 Demographic Data Analysis

This section presents the demographic information of the respondents

Table 4.1: Demographic Data of Lecturers

Gender	Frequency	Percent
Male	516	66.8
Female	257	33.2
Total	**773**	**100.0**
Age Range		
21-30 Years	98	12.7
31-40 Years	303	39.2
41-50 Years	214	27.7
Above 50 Years	158	20.4
Total	**773**	**100.0**
Years of Experience		
1-10 Years	116	15.0
11-20 Years	268	34.7
21-30 Years	278	36.0
31 Years and Above	111	14.4
Total	**773**	**100.0**

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Educational Qualification		
HND	89	11.5
BSc	178	23.0
PGDE	34	4.4
MSc	305	39.5
Mphil	45	5.8
Ph.D	122	15.8
Total	**773**	**100.0**
School Type		
Federal	357	46.2
State	416	53.8
Total	**773**	**100**

Source: Researcher's Field Survey, 2025

The demographic data of lecturers, as presented in Table 4.1, indicated that the majority of respondents were male, accounting for 66.8% (516), while female lecturers constituted 33.2% (257). Regarding age distribution, 12.7% (98) of the lecturers were within the 21-30 years range, 39.2% (303) were aged between 31-40 years, 27.7% (214) fell within the 41-50 years range, while 20.4% (158) were above 50 years old.

In terms of years of experience, 15.0% (116) of the lecturers had between 1-10 years of experience, 34.7% (268) had between 11-20 years, 36.0% (278) had between 21-30 years, while 14.4% (111) had 31 years of experience or more. Concerning educational qualifications, 11.5% (89) of the lecturers held an HND, 23.0% (178) possessed a BSc, and 4.4% (34) had a PGDE. Additionally, 39.5% (305) held an MSc, 5.8% (45) had an MPhil, and 15.8% (122) had a Ph.D. Lastly, the distribution of lecturers by school type revealed that 46.2% (357) were from federal institutions, while the majority, 53.8% (416), were from state institutions.

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Table 4.2: Demographic Data of Students

Gender	Frequency	Percent
Male	1273	58.3
Female	912	41.7
Total	**2185**	**100.0**
Age Range		
15-17 Years	1177	53.9
18-20 Years	610	27.9
21-23 Years	316	14.5
Above 23 Years	82	3.8
Total	**2185**	**100.0**

Source: Researcher's Field Survey, 2025

The demographic data of students, as presented in Table 4.2, revealed that the majority of respondents were male, accounting for 58.3% (1,273), while female students constituted 41.7% (912). Regarding age distribution, 53.9% (1,177) of the students were within the 15-17 years range, 27.9% (610) were aged between 18-20 years, 14.5% (316) fell within the 21-23 years range, while 3.8% (82) were above 23 years old.

4.3 Presentation of Answers to Research Questions

This sub-section contains tables showing analysis of responses to answer formulated research questions.

Research Question One: What is the level of job performance of lecturers in public colleges of education in Southwest, Nigeria?

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Table 4.3: Job Performance of Lecturers in Public Colleges of Education in Southwest, Nigeria (n=773)

S/N	Item: I;	VT (%)	T (%)	PT (%)	NT (%)	Mean	SD
	Teaching Performance						
1	communicate complex concepts in a clear and understandable manner during lectures	231(29.9)	319(41.3)	130(16.8)	93(12.0)	2.89	0.968
2	engage students in interactive discussions and encourage active participation in the learning process	342(44.2)	149(19.3)	55(7.1)	227(29.4)	2.78	1.282
3	provide timely and constructive feedback on assignments and assessments to help students improve their understanding	268(34.7)	148(19.1)	45(5.8)	312(40.4)	2.48	1.324
	Research Performance						
4	have authored or co-authored in the last academic year many research publications, including peer-reviewed journals and conference proceedings	247(32.0)	75(9.7)	150(19.4)	301(38.9)	2.35	1.283
5	have contributed to advancements in my field, as evidenced by citations and references in other researchers' work	199(25.7)	135(17.5)	47(6.1)	392(50.7)	2.18	1.296
6	have secured external research funding or grants to support their research projects	138(17.9)	201(26.0)	74(9.6)	360(46.6)	2.15	1.191
	Community Service Performance						
7	engage with local schools, educational organizations, or other community groups to share my expertise and contribute to educational initiatives	300(38.8)	113(14.6)	84(10.9)	276(35.7)	2.57	1.318
8	disseminate my knowledge to the wider community through public talks, workshops, or seminars	278(36.0)	215(27.8)	120(15.5)	160(20.7)	2.79	1.140
9	participate in committees, boards, or advisory roles related to educational policy or community development	224(29.0)	114(14.7)	213(27.6)	222(28.7)	2.44	1.184

Weighted Mean = 2.51

Source: Researcher's Field Survey, 2025

KEY: VT=Very True of me (4), T=True of me (3), PT=Partially True of me (2), NT=Not True of me (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate), and ≤ 2.50 (Low)

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The findings in Table 4.3 reflected the job performance of lecturers in public Colleges of Education in Southwest Nigeria, based on their self-reported responses. Lecturers exhibited moderate teaching performance. The ability to communicate complex concepts recorded a mean score of 2.89, indicating that a substantial proportion of lecturers found this statement to be true. Similarly, student engagement in interactive discussions had a mean of 2.78, suggesting a moderate level of effectiveness in fostering classroom participation. However, the provision of timely and constructive feedback received a low rating with a mean score of 2.48, indicating that many lecturers struggled with offering prompt and meaningful feedback to students.

The research performance of lecturers was generally low, as reflected by the mean scores of all three items. The ability to publish research in the last academic year recorded a mean of 2.35, while contributions to academic advancements, as evidenced by citations, had a mean of 2.18. Additionally, securing external research funding or grants was rated the lowest, with a mean score of 2.15. These findings indicated that many lecturers were not actively involved in research-related activities.

The lecturers' engagement in community service demonstrated moderate performance. Participation in community engagement through educational initiatives scored a mean of 2.57, while public dissemination of knowledge through talks and workshops had a mean of 2.79, suggesting a reasonable level of involvement. However, participation in committees or advisory roles was low, with a mean score of 2.44, indicating limited engagement in policy-related or developmental roles. The weighted mean score of 2.51 suggested an overall moderate level of job performance among lecturers. While teaching and community service performance was at moderate levels, research performance remained low, highlighting an area for potential improvement.

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Research Question Two: What is the level at which lecturers in public colleges of education in Southwest Nigeria exhibit professional ethics such as respect for students' rights and dignity, ethical conduct in teaching and assessment, and adherence to professional standards and guidelines?

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Table 4.4: Professional Ethics of Lecturers in Public Colleges of Education in Southwest, Nigeria (n=773)

S/N	Item: I;	AL(%)	S(%)	R(%)	N(%)	Mean	SD
	Respect for Students' Rights and Dignity						
1	treat students with fairness, respect, and sensitivity, regardless of their background or personal characteristics	340(44.0)	240(31.0)	95(12.3)	98(12.7)	3.06	1.033
2	create an inclusive and non-discriminatory classroom environment that values diverse perspectives and promotes open dialogue	312(40.4)	216(27.9)	179(23.2)	66(8.5)	3.00	0.989
3	address students' concerns and feedback, demonstrating a willingness to listen and make improvements based on their input	398(51.5)	218(28.2)	82(10.6)	75(9.7)	3.21	0.982
	Ethical Conduct in Teaching and Assessment						
4	accurately represent course content and provide transparent information about learning objectives, assessment criteria, and grading policies to my students	428(55.4)	192(24.8)	96(12.4)	57(7.4)	3.28	0.946
5	avoid favoritism, bias, or discriminatory practices when evaluating student performance	202(26.1)	246(31.8)	214(27.7)	111(14.4)	2.70	1.011
6	prevent plagiarism and uphold academic integrity by appropriately citing sources and educating students about proper citation methods	386(49.9)	49(6.3)	142(18.4)	196(25.4)	2.81	1.289
	Adherence to Professional Standards and Guidelines						
7	familiar is the lecturer with the codes of ethics and professional standards relevant to my field of expertise	198(25.6)	176(22.8)	226(29.2)	173(22.4)	2.52	1.101
8	stay updated with the latest developments in pedagogy, curriculum design, and educational technology to ensure my teaching methods align with current best practices	240(31.0)	215(27.8)	208(26.9)	110(14.2)	2.76	1.045
9	demonstrate a commitment to continuous professional development through participation in workshops, seminars, and conferences	269(34.8)	169(21.9)	235(30.4)	100(12.9)	2.79	1.061
	Weighted Mean = 2.90						

Source: Researcher's Field Survey, 2025

KEY: AL=Always (4), S=Seldom (3), R=Rarely (2), N=Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate), and ≤ 2.50 (Low)

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The findings in Table 4.4 reflected the professional ethics of lecturers in public Colleges of Education in Southwest Nigeria, with a weighted mean of 2.90, indicating a moderate level of adherence. Lecturers were rated highly in treating students with fairness, respect, and sensitivity, regardless of their background, with a mean score of 3.06. They also demonstrated a commitment to creating an inclusive and non-discriminatory classroom environment, as reflected in a mean score of 3.00. Additionally, addressing students' concerns and feedback received the highest rating, with a mean score of 3.21, suggesting that lecturers were generally responsive to students' input.

Ethical conduct in teaching and assessment showed varying levels of adherence. Accurately representing course content and providing transparent information about learning objectives and grading policies received a high rating, with a mean score of 3.28. However, avoiding favoritism and bias in student evaluation had a lower rating of 2.70, indicating room for improvement in ensuring fairness in assessments. The ability to prevent plagiarism and uphold academic integrity was rated moderately at 2.81, suggesting that while efforts were made to educate students on citation methods, more could be done in this area.

Adherence to professional standards and guidelines was the least rated aspect of professional ethics. Familiarity with the codes of ethics and professional standards received the lowest rating, with a mean score of 2.52, indicating that many lecturers were not fully acquainted with ethical guidelines relevant to their field. However, staying updated with the latest developments in pedagogy and curriculum design was rated at 2.76, while commitment to continuous professional development through participation in workshops and seminars had a mean score of 2.79, showing moderate engagement in professional growth. Overall, the findings suggested that while lecturers demonstrated a reasonable level of adherence to professional ethics, there was a need for improvement, particularly in areas

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related to fairness in student evaluation, academic integrity, and familiarity with professional ethical standards.

Content Analysis on Professional Ethics of Lecturers Based on Respect for Students' Rights and Dignity in Public Colleges of Education in South West, Nigeria

Students across public colleges of education in Southwest Nigeria generally expressed satisfaction with the level of respect and professionalism shown by their lecturers. Most students reported feeling respected during lectures and other academic engagements. They described their lecturers as approachable, attentive, and supportive in their teaching and interpersonal relationships. One student shared, "Our lecturers treat us like adults''. They respect our opinions and never make anyone feel small during class discussions."

A majority of students stated they had not experienced or witnessed any major violations of respect or dignity by their lecturers. They emphasized that, even when correcting students or providing feedback, most lecturers maintained a professional and encouraging tone. "Even when you give the wrong answer, they don't make fun of you. They just guide you politely," one student remarked.

However, a small number of students recounted isolated instances where they felt disrespected or unfairly treated. These cases typically involved being corrected harshly in front of peers or feeling overlooked in class discussions. One student commented, "There was a time I asked a question, and the lecturer responded in a way that made me feel embarrassed. But that was just once—it's not how they usually behave." These experiences, though infrequent, highlight the importance of continuous improvement in interpersonal communication within the academic environment.

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In terms of fairness, the majority of students agreed that lecturers treat students equally, regardless of gender, religion, background, or academic standing. They noted that lecturers make genuine efforts to engage everyone and ensure inclusiveness in learning. “It doesn’t matter who you are, the lecturers give everyone a fair chance. They want us to succeed,” one respondent affirmed.

Regarding students’ rights to privacy, confidentiality, and fair assessment, most students expressed satisfaction. They reported that lecturers handle academic records discreetly and maintain a respectful tone in personal or academic feedback. “They don’t announce grades openly, and when you have issues, you can speak to them privately,” a student explained.

Overall, while a few students had experienced moments of discomfort or perceived disrespect, the overwhelming consensus was that lecturers in these institutions conduct themselves with a high level of professionalism. Most students felt their dignity was preserved and their rights respected throughout their academic interactions. One student summed up the prevailing sentiment by saying, “There may be small issues here and there, but in general, our lecturers are respectful and care about our well-being.”

Research Question Three: What is the level of talent management strategies (employee engagement, retention strategies, performance management, succession planning) in public colleges of education in Southwest, Nigeria?

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Table 4.5: Talent Management Strategies of Lecturers in Public Colleges of Education in Southwest, Nigeria (n =773)

S/N	Item: My college;	AL (%)	S (%)	R (%)	N (%)	Mean	SD
	Employee Engagement						
1	encourages open communication between management and staff to foster a sense of belonging and involvement	136(17.6)	329(42.6)	94(12.2)	214(27.7)	2.50	1.076
2	provide opportunities for staff to participate in decision-making processes that affect their work environment	184(23.8)	118(15.3)	165(21.3)	306(39.6)	2.23	1.203
3	promote a positive work culture that values and recognizes employees' contributions and achievements	265(34.3)	112(14.5)	133(17.2)	263(34.0)	2.49	1.272
	Retention Strategies						
4	establishes clear performance expectations, goals, and key performance indicators for lecturers that are aligned with the institution's mission and objectives	162(21.0)	248(32.1)	179(23.2)	184(23.8)	2.50	1.071
5	provides regular and constructive feedback to lecturers about their performance, highlighting strengths and areas for improvement	172(22.3)	140(18.1)	172(22.3)	289(37.4)	2.25	1.176
6	supports lecturers in setting individual development plans and providing resources to help them achieve their professional goals	305(39.5)	82(10.6)	53(6.9)	333(43.1)	2.46	1.379
	Performance Management						
7	offer competitive compensation packages and benefits that align with standards to attract and retain talented lecturers	412(53.3)	58(7.5)	135(17.5)	168(21.7)	2.92	1.254
8	provide opportunities for career advancement, promotion, and lateral movement to encourage lecturers to stay and grow within the organization	237(30.7)	61(7.9)	215(27.8)	260(33.6)	2.36	1.232
9	implement work-life balance initiatives, flexible scheduling,	163(21.1)	168(21.7)	185(23.9)	257(33.2)	2.31	1.141

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	and supportive policies to address lecturers' personal needs and enhance their job satisfaction						
	Succession Planning						
10	identifies and develop potential future leaders among the lecturers through mentorship, leadership training, and exposure to higher-level responsibilities	192(24.8)	205(26.5)	113(14.6)	263(34.0)	2.42	1.193
11	institution have a documented succession plan that outlines the process for identifying, grooming, and transitioning key roles in case of retirements or departures	198(25.6)	131(16.9)	173(22.4)	271(35.1)	2.33	1.199
12	facilitates knowledge transfer and ensure continuity by encouraging experienced lecturers to share their expertise with newer colleagues	239(30.9)	41(5.3)	329(42.6)	164(21.2)	2.46	1.137
	Weighted Mean = 2.44						

Source: Researcher's Field Survey, 2025

KEY: AL=Always (4), S=Seldom (3), R=Rarely (2), N=Never (1), and SD = Standard Deviation

Threshold: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate), and ≤ 2.50 (Low)

The findings from Table 4.5 revealed the talent management strategies employed by lecturers in public colleges of education in Southwest Nigeria. In the Employee Engagement category, the study showed that open communication between management and staff, aimed at fostering a sense of belonging and involvement, had a moderate mean score of 2.50. However, providing opportunities for staff to participate in decision-making processes that affected their work environment was rated low, with a mean of 2.23. Similarly, the promotion of a positive work culture that valued and recognized employees' contributions and achievements also fell within the low category, with a mean of 2.49.

Regarding Retention Strategies, the establishment of clear performance expectations, goals, and key performance indicators aligned with institutional objectives had a moderate rating of 2.50. However, the provision of regular and constructive feedback to lecturers about their performance was rated low (mean = 2.25). Furthermore,

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the institution's support for lecturers in setting individual development plans and providing necessary resources was also in the low category (mean = 2.46).

For Performance Management, offering competitive compensation packages and benefits to attract and retain lecturers received the highest mean rating of 2.92, indicating a moderate level of implementation. However, opportunities for career advancement, promotion, and lateral movement had a low mean rating of 2.36. Likewise, the implementation of work-life balance initiatives and flexible scheduling to enhance job satisfaction was rated low, with a mean of 2.31.

Under Succession Planning, the identification and development of potential future leaders through mentorship and leadership training had a low mean rating of 2.42. The existence of a documented succession plan outlining the process for identifying and transitioning key roles was also rated low, with a mean of 2.33. Lastly, the facilitation of knowledge transfer and continuity through experienced lecturers sharing their expertise had a low mean score of 2.46.

Overall, the weighted mean of 2.44 indicated that talent management strategies among lecturers in public colleges of education in Southwest Nigeria were generally low, with only a few aspects, such as competitive compensation packages, being moderately implemented.

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4.4 Test of Hypotheses

$H_0$1**:** There will be no significant combined influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest, Nigeria.

Table 4.6: Summary of Regression Analysis Showing Combined Influence of Lecturers' Professional Ethics and Talent Management Strategies on Job Performance in Public Colleges of Education in Southwest, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.336[a]	0.113	0.111	4.805

a. Predictors: (Constant), Talent Management Strategies, Lecturer's Professional Ethics

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2268.081	2	1134.041	49.118	0.000[b]
	Residual	17777.841	770	23.088		
	Total	20045.922	772			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Talent Management Strategies, Lecturer's Professional Ethics

Source: Researcher's Field Survey, 2025

The regression analysis results presented in Table 4.6 revealed the combined influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest Nigeria. The model summary showed that the R-value of .336 indicated a moderate positive relationship between the independent variables (lecturers' professional ethics and talent management strategies) and job performance. The R-Square value of 0.113 suggested that 11.3% of the variance in job performance was explained by the combined influence of lecturers' professional ethics and talent management strategies, while the remaining 88.7% could be attributed to other factors not included in the model.

The ANOVA results indicated that the model was statistically significant ($F = 49.118$, $p = 0.000$), implying that lecturers' professional ethics and talent management strategies significantly influenced job performance. The low standard error of the estimate (4.805) further suggested that the model provided a relatively good fit for predicting job performance.

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Overall, the findings suggested that while lecturers' professional ethics and talent management strategies had a statistically significant influence on job performance, their combined effect accounted for only a small proportion of the variation in job performance, indicating the need to consider other contributing factors.

$H_0$2: There will be no significant relative influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest, Nigeria.

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Table 4.7: Summary of Regression Analysis Showing Relative Influence of Lecturers' Professional Ethics and Talent Management Strategies on Job Performance in Public Colleges of Education in Southwest, Nigeria

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.217	2.297		1.401	0.162
	Lecturer's Professional Ethics	0.342	0.066	0.185	5.203	0.000
	Talent Management Strategies	0.358	0.037	0.340	9.589	0.000

a. Dependent Variable: Job Performance

Source: Researcher's Field Survey, 2025

The regression analysis results in Table 4.7 revealed the relative influence of lecturers' professional ethics and talent management strategies on job performance in public colleges of education in Southwest Nigeria. The unstandardized coefficients (B values) showed that both lecturers' professional ethics (B = .342) and talent management strategies (B = 0.358) had a positive influence on job performance. This indicated that for every unit increase in lecturers' professional ethics, job performance increased by 0.342 units, while for every unit increase in talent management strategies, job performance increased by 0.358 units.

The standardized beta coefficients indicated the strength of each predictor's contribution to job performance. Talent management strategies (β = 0.340) had a greater influence on job performance compared to lecturers' professional ethics (β = 0.185). The t-values (t = 5.203, p = .000 for lecturers' professional ethics; t = 9.589, p = 0.000 for talent management strategies) showed that both predictors had a statistically significant effect on job performance at the $p < 0.05$ level. The constant term (B = 3.217, p = 0.162) was not statistically significant, indicating that job performance could not be meaningfully predicted without considering lecturers' professional ethics and talent management strategies. Overall, the findings suggested that both lecturers' professional

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ethics and talent management strategies significantly influenced job performance, with talent management strategies exerting a stronger impact.

$H_0$3: There will be no significant institutional difference in the level of lecturers' professional ethics in public colleges of education in Southwest, Nigeria

Table 4.8: Summary of T-test showing the Significant Institutional Difference in the Level of Lecturers' Professional Ethics in Public Colleges of Education in Southwest, Nigeria

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Lecturer's Professional Ethics	Federal	357	26.45	2.649	0.140
	State	416	25.85	2.805	0.138

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95 Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Lecturer's Professional Ethics	Equal variances assumed	0.215	0.643	3.040	771	0.002	0.600	0.197	0.212	0.987
	Equal variances are not assumed.			3.053	763.951	0.002	0.600	0.196	0.214	0.985

Source: Researcher's Field Survey, 2025

The results in Table 4.8 revealed a significant institutional difference in the level of lecturers' professional ethics in public colleges of education in Southwest Nigeria. The findings showed that lecturers in federal colleges of education demonstrated a higher level of professional ethics, with a mean score of 26.45, compared to their counterparts in state colleges of education, who had a mean score of 25.85. This indicated that professional

ethics among lecturers was slightly stronger in federal institutions than in state institutions.

To determine whether this difference was statistically significant, an independent samples t-test was conducted. Levene's test for equality of variances showed that the assumption of equal variances was met ($F = 0.215$, $p = 0.643$). The t-test results further confirmed a statistically significant difference between the two groups ($t = 3.040$, $df = 771$, $p = .002$), suggesting that the observed variation in professional ethics was not due to chance. The mean difference of 0.600 implied that lecturers in federal colleges scored 0.6 points higher on professional ethics than those in state colleges.

Since the p-value (0.002) was less than 0.05, the difference was statistically significant. Additionally, the 95% confidence interval (0.212 to 0.987) confirmed that the true difference in means was unlikely to be zero. In conclusion, the findings indicated that lecturers in federal colleges of education exhibited significantly higher professional ethics than their counterparts in state colleges. This suggests that institutional factors may play a role in shaping lecturers' ethical standards in public colleges of education.

$H_0$4: There will be no significant institutional difference in the level of talent management in public colleges of education in Southwest, Nigeria

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Table 4.9: Summary of T-test Showing the Significant Institutional Difference in Level of Talent Management Strategies in Public Colleges of Education in Southwest, Nigeria

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Talent Management Strategies	Federal	357	25.63	2.244	0.119
	State	416	32.34	4.302	0.211

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95 Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Talent Management Strategies	Equal variances assumed	184.590	0.000	-26.507	771	0.000	-6.703	0.253	-7.200	-6.207
	Equal variances are not assumed.			-27.692	644.380	0.000	-6.703	0.242	-7.179	-6.228

Source: Researcher's Field Survey, 2025

The results in Table 4.9 revealed a significant institutional difference in the level of talent management strategies in public colleges of education in Southwest Nigeria. The findings showed that state colleges of education had a higher mean score of 32.34, compared to federal colleges of education, which had a mean score of 25.63. This indicated that talent management strategies were more effectively implemented in state colleges than in federal colleges.

To determine whether this difference was statistically significant, an independent samples t-test was conducted. Levene's test for equality of variances showed a significant value ($F = 184.590$, $p = 0.000$), indicating that the assumption of equal variances was violated. Therefore, the t-test result for unequal variances not assumed was considered. The test showed a statistically significant difference between the two groups ($t = -27.692$,

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df = 644.380, p = 0.000), meaning that the variation in talent management strategies between federal and state colleges was not due to chance.

The mean difference of -6.703 indicated that state colleges of education scored 6.703 points higher in talent management strategies than federal colleges. Additionally, the 95% confidence interval (-7.179 to -6.228) confirmed that the true difference in means was unlikely to be zero. In conclusion, the findings suggested that state colleges of education implemented talent management strategies significantly more effectively than federal colleges of education. This could imply that state institutions placed a stronger emphasis on strategies for engaging, retaining, and managing their lecturers compared to federal institutions.

$H_0$5: There will be no significant institutional difference in the level of job performance in public colleges of education in Southwest, Nigeria.

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Table 4.10: Summary of T-test showing the Significant Institutional Difference in the Level of Job Performance in Public Colleges of Education in Southwest, Nigeria

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Job Performance	Federal	357	19.33	4.480	0.237
	State	416	25.47	3.694	0.181

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95 Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Job Performance	Equal variances assumed	72.058	0.000	-20.878	771	0.000	-6.139	0.294	-6.716	-5.561
	Equal variances are not assumed.			-20.575	690.827	0.000	-6.139	0.298	-6.724	-5.553

Source: Researcher's Field Survey, 2025

The results in Table 4.10 revealed a significant institutional difference in the level of job performance among lecturers in public colleges of education in Southwest Nigeria. The findings showed that state colleges of education had a higher mean job performance score of 25.47, compared to federal colleges of education, which had a mean score of 19.33. This indicated that lecturers in state colleges exhibited a higher level of job performance compared to their counterparts in federal colleges.

To determine whether this difference was statistically significant, an independent samples t-test was conducted. Levene's test for equality of variances showed a significant value (F = 72.058, p = 0.000), indicating that the assumption of equal variances was violated. As a result, the t-test for unequal variances not assumed was considered. The test showed a statistically significant difference between the two groups (t = -20.575, df

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= 690.827, p = 0.000), suggesting that the variation in job performance between federal and state colleges was not due to chance.

The mean difference of -6.139 indicated that lecturers in state colleges of education outperformed their counterparts in federal colleges by 6.139 points. Furthermore, the 95% confidence interval (-6.724 to -5.553) confirmed that the true difference in means was unlikely to be zero. In conclusion, the findings suggested that lecturers in state colleges of education demonstrated significantly higher job performance than those in federal colleges of education. This difference may be attributed to institutional factors such as talent management strategies, work environment, or administrative policies that favor higher job performance in state institutions.

4.5 Discussion of Findings

Research question one examined the level of job performance among lecturers in public colleges of education in Southwest Nigeria. The findings revealed that lecturers demonstrated a moderate level of job performance across teaching, research, and community service. The moderate level of job performance among lecturers in public colleges of education in Southwest Nigeria may be attributed to several factors. High workloads and limited institutional support often leave lecturers overwhelmed, reducing their ability to balance teaching, research, and community service effectively. Additionally, inadequate research funding and limited access to professional development opportunities may hinder their academic growth. Low motivation, caused by insufficient incentives such as promotions, research grants, and career advancement opportunities, could also contribute to the moderate performance levels observed. Moreover, students' preparedness and engagement in learning play a crucial role; if students enter college with weak foundational knowledge, lecturers may struggle to achieve optimal teaching outcomes.

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The implications of this finding are significant. A moderate level of job performance among lecturers can directly impact students' learning experiences, potentially leading to suboptimal educational outcomes. If research output remains low, the institutions may struggle to contribute meaningfully to academic discourse and innovations in education. Additionally, colleges that fail to support lecturers adequately may find it difficult to attract and retain top talent, leading to a cycle of stagnation in performance and institutional reputation.

Supporting these findings, a study revealed that lecturers in Kwara State tertiary institutions demonstrated moderate engagement in teaching, research, academic advising, and administration, aligning with the notion that lecturers in public colleges are moderately engaged across their roles[1]. Similarly, another study established that responsibility and career advancement opportunities had a significant impact on lecturers' job performance, reinforcing the idea that performance levels can be improved through well-structured career growth initiatives[2].

Contrasting these findings, a study found that lecturers in Nigerian universities face significant workplace challenges, such as erratic power supply, high workloads, and inadequate research funding, which negatively impact their efficiency and productivity[3]. Similarly, a study highlighted that psychological and physical stressors significantly reduce job performance among lecturers, indicating that stress management interventions may be required to enhance productivity[4]. Furthermore, the research found that burnout was highly prevalent among lecturers in Nigerian universities, negatively affecting their job satisfaction and overall work performance[5]. Additionally, a study found that the job performance of teachers at all times is high[6].

Research question two explored the extent to which lecturers uphold professional ethics, including respect for students' rights and dignity, ethical conduct in teaching and

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assessment, and adherence to professional standards. The findings showed a moderate level of adherence to professional ethics among lecturers. However, students' responses indicated a high level of adherence specifically with respect for students' rights and dignity. The moderate adherence to professional ethics observed among lecturers may stem from weak enforcement mechanisms within institutions. While ethical guidelines exist, their implementation and monitoring may not be stringent enough to ensure full compliance. Institutional culture also plays a role, as a workplace that does not prioritize ethical practices may inadvertently encourage laxity among staff. Furthermore, limited training on ethical conduct means that lecturers may not fully understand or internalize the principles of professional ethics.

This finding has crucial implications. Inconsistent adherence to ethical standards may lead to variations in teaching quality and assessment fairness, ultimately affecting students' trust in the educational system. If ethical compliance remains moderate, institutional reputations could suffer, as stakeholders—including students, parents, and accreditation bodies—may question the credibility of these colleges. Over time, weak ethical enforcement may contribute to a decline in academic integrity, resulting in more widespread issues such as grade inflation, favoritism, and unfair assessment practices.

Supporting these findings, a study found that while many lecturers in Nigerian tertiary institutions complete their course outlines and uphold fair evaluation practices, there is still room for improvement in ethical adherence[7]. Similarly, a study reported that lecturers and students in Southwest Nigeria exhibit similar levels of moral development, indicating that ethical adherence among lecturers is present but not at an exceptional level[8]. Another study highlighted that capacity-building programs focused on professional ethics and ICT skills are necessary to improve lecturers' adherence to ethical teaching and assessment practices[9]. Additionally, the research found that while ethics training is crucial

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in maintaining compliance with professional standards in secondary education, similar reinforcement is needed at the tertiary level to strengthen adherence[10].

Contrasting these findings, a study reported a high level of lecturer involvement in unethical practices such as bribery, sexual harassment, and grade manipulation in Kwara State, indicating a significant deviation from professional ethics[11]. Similarly, some scholars emphasized that public sector employees, including lecturers, often lack professionalism, contributing to ethical lapses in higher[12].

Research question three investigated the level of talent management strategies (employee engagement, retention strategies, performance management, and succession planning) in public colleges of education. The results revealed that talent management strategies were poorly implemented among lecturers in these institutions. The low level of talent management strategies in public colleges of education suggests that these institutions do not prioritize structured employee engagement, retention, and performance management initiatives. Limited institutional support and bureaucratic inefficiencies may prevent colleges from implementing effective succession planning and retention strategies. Additionally, inconsistent career development programs and unclear promotion criteria could lead to disengagement among lecturers.

The implications of poor talent management are profound. Without structured engagement and retention strategies, colleges may experience high staff turnover, leading to instability and difficulty in maintaining teaching quality. The absence of performance management systems can result in a lack of motivation among lecturers, as they may feel that their contributions go unrecognized. Furthermore, inadequate succession planning may create leadership gaps within institutions, affecting their long-term sustainability and effectiveness.

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Supporting these findings, a study revealed that financial mismanagement and lack of staff motivation negatively impact the teaching effectiveness of lecturers in colleges of education, indicating a weak implementation of talent retention strategies[13]. Similarly, another study found that inadequate welfare and job security management are major concerns for lecturers in public colleges of education, further contributing to poor talent retention[14]. Another study highlighted that excessive workload significantly affects lecturers' well-being, reducing their commitment and job satisfaction, which is a direct result of weak talent management practices[15]. Additionally, another study examined talent management strategies in the manufacturing sector and found that when properly implemented, strategies like human resource planning, performance appraisal, and employee training reduce turnover, suggesting that their absence in the education sector contributes to lecturer attrition[16].

Contrasting these findings, some research suggests that certain aspects of talent management are being implemented, albeit not comprehensively. A study found that despite workplace stressors, female lecturers in tertiary institutions employ adjustment strategies to manage job demands, indicating some level of institutional support[17]. Similarly, some scholars reported that in some private universities, motivational strategies, such as prompt salary payments and career progression, positively influence lecturers' effectiveness, suggesting that these practices could be extended to public institutions[18]. Additionally, a study found that lecturers in colleges of education adopted self-directed learning and digital engagement during the shift to online learning, demonstrating some level of talent development strategies[19].

Hypothesis One examined the combined influence of lecturers' professional ethics and talent management strategies on job performance. The findings indicated a statistically significant influence of lecturers' professional ethics and talent management strategies on

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job performance, leading to the rejection of the null hypothesis. The significant influence of professional ethics and talent management strategies on job performance suggests that when lecturers are provided with ethical guidelines and structured career development opportunities, their performance improves. Institutions that emphasize ethical conduct and talent management create an environment where lecturers are more engaged and motivated to perform well. This finding highlights the need for colleges to invest in policies that promote both ethical standards and talent management. Institutions that fail to strengthen these areas may struggle with declining lecturer performance, ultimately affecting student learning outcomes and institutional reputation.

Supporting these findings, a study found a strong positive correlation between talent management practices and job performance among librarians in Nigerian university libraries, emphasizing the importance of succession planning and staff development in improving professional effectiveness[20]. Similarly, another study highlighted that organizational career management strategies, such as mentorship programs and professional development, significantly enhance employee performance and retention in private universities, reinforcing the role of structured talent management in job effectiveness[21]. Furthermore, research demonstrated that ethical conduct in the workplace positively impacts job satisfaction and performance, aligning with the notion that professional ethics contribute to higher work engagement[22].

Contrasting these findings, a study argued that poor working conditions, including erratic power supply, high workloads, and lack of research funding, negatively impact lecturers' efficiency, indicating that external factors may sometimes overshadow the role of professional ethics and talent management in job performance[3]. Research also found that job burnout among technical education lecturers leads to decreased job performance,

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suggesting that even with strong ethical standards and talent management strategies, excessive workloads and stress can diminish productivity[23].

Hypothesis two assessed the relative influence of professional ethics and talent management strategies on job performance. The results showed that both factors significantly influenced job performance, with talent management strategies exerting a stronger influence. This suggests that when institutions invest in employee engagement, retention strategies, and career development, lecturers are more likely to be motivated and productive. While professional ethics ensures responsible conduct, job performance is more directly affected by institutional support and motivation.

This finding highlights a key implication: institutions that fail to implement effective talent management strategies risk experiencing stagnation in lecturer performance. Professional ethics alone cannot drive job performance; rather, institutions must create an enabling environment where lecturers feel valued and have clear career progression paths. Without such strategies, lecturers may remain disengaged, ultimately affecting teaching quality and student outcomes.

Supporting these findings, a study in Malaysian private universities, indicated that talent management practices significantly enhance employee performance[24]. Similarly, research demonstrated that recruitment and selection, training and development, and performance management significantly enhance employee performance, particularly in industries where structured human resource practices are emphasized[25]. A study also highlights that organizations applying structured talent management strategies foster higher ethical behaviour and employee retention, reinforcing a positive work environment[26]. Similarly, a study found that talent management strategies significantly enhance organizational performance when properly implemented[27].

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However, not all research aligns with these findings. A study provided evidence that higher levels of organizational ethics correlated with lower job performance in SMEs, suggesting that rigid ethical frameworks may sometimes hinder flexibility and productivity[28]. Additionally, a study concluded that talent management strategies do not always have a direct impact on job performance, emphasizing the need for other mediating factors such as employee engagement[29]. Furthermore, another study found that ethical leadership does not significantly influence task-related job performance, challenging the assumption that professional ethics alone are a key driver of work effectiveness[30].

Hypothesis three investigated institutional differences in professional ethics among lecturers. The findings revealed that lecturers in federal colleges of education exhibited significantly higher professional ethics than their counterparts in state colleges. This difference may be due to stronger regulatory oversight in federal institutions, where centralized policies ensure stricter ethical compliance. Additionally, federal colleges generally offer better working conditions, including higher salaries and more stable employment, which may reduce ethical compromises.

The implications of this finding are notable. If state colleges continue to demonstrate weaker ethical compliance, students in these institutions may receive an education that is not as rigorously upheld in terms of ethical standards. Over time, this discrepancy could contribute to reputational differences between federal and state colleges, with federal institutions being perceived as more prestigious. To address this, state colleges may need to adopt stricter ethical enforcement policies and provide better support systems for their lecturers.

Supporting these findings, a study examined the moral development of lecturers and students in Nigerian tertiary institutions and found that professional ethics varied significantly across institutions, with better adherence observed in institutions with stronger

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administrative structures, which aligns with the generally higher regulatory oversight in federal institutions[31]. Similarly, a study found that quality assurance practices, including staff training and adherence to institutional policies, were stronger in federal colleges, leading to better ethical conduct among lecturers[32]. Furthermore, another study highlighted that lecturers in state institutions were more frequently implicated in corrupt practices such as grade manipulation and bribery, likely due to weaker institutional oversight and financial constraints[33].

Contrasting these findings, the research found that institutional effectiveness, including ethical adherence, was influenced more by individual lecturer commitment and administrative support than by institutional ownership, suggesting that well-managed state colleges could maintain high ethical standards[34]. Additionally, a study revealed that scholarly publishing and professional development, which contribute to ethical academic practices, were not significantly different between federal and state institutions, implying that other factors beyond institutional ownership influence ethics[35]. Finally, a study noted that compliance with professional codes of conduct varied across institutions but was largely dependent on enforcement mechanisms rather than whether the college was federal or state-owned[36].

Hypothesis four examined institutional differences in talent management strategies. The results showed that state colleges implemented talent management strategies more effectively than federal colleges. This may be due to greater institutional autonomy, allowing state colleges to adopt flexible and tailored strategies for employee engagement and retention. Additionally, because state colleges often have fewer resources than federal colleges, they may place a stronger emphasis on retention strategies to prevent staff turnover. This finding carries important implications for federal institutions. If state colleges continue to lead in talent management, they may become more attractive

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workplaces, drawing skilled lecturers away from federal colleges. This could lead to a shift in educational quality and workforce distribution. Federal colleges may need to assess whether bureaucratic processes are hindering their talent management efforts and consider adopting more responsive employee engagement strategies.

Studies indicate that state colleges tend to implement talent management strategies more effectively than federal colleges. A study found that state technical colleges in the Gaza Strip had a structured approach to talent management, focusing on talent attraction, retention, and empowerment, which significantly enhanced institutional performance[37]. Similarly, a study pointed out that many universities in Rivers State, including federally managed institutions, lack comprehensive strategies for talent attraction and retention, leading to difficulties in achieving long-term institutional success [38]. Moreover, another study assessed organizational management capacities in public higher education institutions and found that while state colleges exhibited strategic planning in talent management, federal colleges often lacked such structured approaches[39].

However, some research suggests that institutional differences may not always be clear-cut. A study found that differences in state and federal funding allocation, rather than the nature of the institution itself, often dictate the effectiveness of talent management[40]. Additionally, a study emphasized that governance structures and policy frameworks also play a crucial role, meaning that federal institutions with strong internal management can sometimes match or even surpass state colleges in talent management effectiveness[41].

Hypothesis five analyzed institutional differences in job performance among lecturers. The findings suggested that lecturers in state colleges of education demonstrated significantly higher job performance than those in federal colleges. The finding suggests that state institutions may have a more competitive work environment, leading to greater lecturer engagement. It is also possible that state colleges place a stronger emphasis on

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teaching over research, allowing lecturers to focus more on student-centered instruction. Additionally, their stronger talent management strategies may contribute to higher motivation and commitment.

Supporting this finding, a study found that adherence to quality assurance practices such as staff training and provision of teaching-learning facilities significantly predicted lecturers' role performance in-state colleges, where institutional leadership prioritized structured support systems [32]. Similarly, the research highlighted that lecturers in state colleges were more engaged in community service and knowledge application, contributing to institutional effectiveness and job performance[34]. Conversely, studies on federal colleges have revealed challenges that may hinder job performance. A study identified job-related stress, including high workload and job insecurity, as major impediments to lecturers' effectiveness in federal colleges[43]. Furthermore, a study found that economic factors, such as fuel subsidy removal, significantly impacted federal college lecturers' job performance by reducing financial stability and affecting their research and teaching output[44].

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Chapter Five

Conclusion

This chapter presents a summary of the key findings, draws conclusions based on the study's results, offers recommendations derived from these findings, discusses the contribution to existing knowledge, and suggests areas for further research.

5.1 Summary of Findings

The study investigated the influence of lecturers' professional ethics and talent management strategies on the job performance of lecturers in Public Colleges of Education in Southwest, Nigeria. Examined the level of job performance among lecturers in public colleges of education in Southwest Nigeria. The findings revealed that lecturers demonstrated a moderate level of job performance across teaching, research, and community service with a weighted mean of 2.51.

Explored the extent to which lecturers uphold professional ethics, including respect for students' rights and dignity, ethical conduct in teaching and assessment, and adherence to professional standards. The findings showed a moderate level of adherence to professional ethics among lecturers with a weighted mean of 2.90. Qualitatively, students' responses indicated a high level of adherence, specifically concerning students' rights and dignity.

Investigated the level of talent management strategies (employee engagement, retention strategies, performance management, and succession planning) in public colleges of education in research question three. The results revealed that talent management strategies were poorly implemented among lecturers in these institutions (low), with a weighted mean of 2.44

Examined the combined influence of lecturers' professional ethics and talent management strategies on job performance in hypothesis one. The findings indicated a

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statistically significant influence of lecturers' professional ethics and talent management strategies on job performance (Adj. $R^2 = 0.111$; $F_{(2, 770)} = 49.118$; $p < 0.05$), leading to the rejection of the null hypothesis.

Assessed the relative influence of professional ethics ($\beta = 0.185$, $t = 5.203$, $p < 0.05$) and talent management strategies ($\beta = 0.340$, $t = 9.589$, $p < 0.05$) on job performance. The results showed that both factors significantly influenced job performance, with talent management strategies exerting a stronger influence.

Investigated institutional differences in professional ethics among lecturers. The findings revealed that lecturers in federal colleges of education (N = 357, Mean =26.45, SD = 2.649) exhibited significantly higher professional ethics than their counterparts in state colleges (N = 416, Mean = 25.85, SD = 2.805).

Examined institutional differences in talent management strategies. The results showed that state colleges of education (N = 416, Mean = 32.34, SD = 4.302) implemented talent management strategies more effectively than federal colleges of education (N = 357, Mean = 25.63, SD = 2.244).

Analysed institutional differences in job performance among lecturers in hypothesis five. The findings showed that lecturers in state colleges of education (N = 416, Mean = 25.47, SD = 3.694) demonstrated significantly higher job performance than those in federal colleges of education (N = 357, Mean = 19. 33, SD = 4.480).

5.2 Conclusion

This study provides valuable insights into the job performance of lecturers in public colleges of education in Southwest Nigeria, emphasizing the role of professional ethics and talent management strategies. The findings reveal that while lecturers exhibit a moderate level of job performance across teaching, research, and community service, the implementation of talent management strategies remains weak. Additionally, adherence to

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professional ethics is moderate overall, though lecturers demonstrate a strong commitment to respecting students' rights and dignity. The study further establishes that both professional ethics and talent management strategies significantly influence lecturers' job performance, with talent management playing a more dominant role. Institutional differences also emerge, with federal colleges showing stronger adherence to professional ethics, while state colleges demonstrate more effective talent management practices and higher job performance. In conclusion, to improve lecturers' effectiveness in public colleges of education, institutions should strengthen professional ethics training, implement robust talent management strategies, and address systemic constraints.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. Management of colleges of education should implement continuous professional development programs, including workshops and mentorship initiatives, to enhance lecturers' effectiveness in teaching, research, and community service.
2. Institutions should establish stricter enforcement mechanisms, such as ethics committees and periodic training on professional conduct, to improve lecturers' adherence to ethical standards.
3. Management of colleges education should develop structured talent management policies, including employee retention strategies, performance evaluation systems, and succession planning, to enhance workforce stability and motivation.
4. Institutions should integrate professional ethics and talent management strategies into their human resource policies to create a work environment that fosters higher job performance.

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5. Management of colleges of education should prioritize implementing effective talent management practices, such as career growth opportunities and structured performance management systems, to maximize lecturers' productivity.
6. State colleges of education should adopt the best practices of federal colleges by strengthening administrative oversight and implementing regular ethics training to enhance professional conduct among lecturers.
7. Federal colleges of education should adopt a more flexible approach to talent management, allowing for decentralized decision-making in employee engagement and retention strategies.
8. Federal colleges of education should review their administrative structures and workload distribution to create a more conducive environment for lecturers to improve their job performance.

5.4 Contribution to Knowledge

This study makes a significant conceptual contribution by deepening the understanding of how job performance, professional ethics, and talent management strategies interact in public colleges of education in Southwest Nigeria. By systematically analyzing these variables, the study offers a structured framework that institutions can use to assess and improve their organizational policies. It highlights the interdependent nature of professional ethics and talent management, showing how both elements influence lecturers' performance in teaching, research, and community service. Additionally, the study introduces a comparative institutional perspective, demonstrating that federal and state colleges differ in their implementation of ethical and talent management policies. This insight expands the discourse on institutional effectiveness in higher education, emphasizing the role of governance structures in shaping faculty behaviour, job commitment, and overall performance.

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From a theoretical standpoint, the study reinforces and extends the relevance of social exchange theory and institutional theory in the context of higher education management. Social exchange theory is validated as the study demonstrates that lecturers' job performance is significantly influenced by the reciprocal exchange of resources and support between institutions and faculty members. Effective talent management motivates lecturers to reciprocate with increased dedication and productivity. Conversely, weak institutional support reduces engagement, leading to lower performance. Institutional Theory is also upheld, as the study illustrates how institutional structures and governance mechanisms shape ethical compliance and talent management effectiveness. Federal colleges, due to stronger regulatory oversight, tend to enforce professional ethics more strictly, while state colleges demonstrate greater adaptability in talent management strategies, leading to higher employee engagement. Furthermore, by proving that talent management has a stronger influence on job performance than professional ethics, the study provides new theoretical insights, helping education policymakers prioritize strategies that enhance faculty productivity and institutional sustainability.

The study's empirical contribution lies in its data-driven validation of these theoretical concepts, using statistical analysis to establish the relationships between job performance, professional ethics, and talent management strategies. It provides quantifiable evidence on how these factors interact, offering comparative insights into federal and state institutions. By highlighting key governance and administrative gaps, the study bridges the gap between theory and practice, equipping education administrators and policymakers with actionable recommendations to improve lecturer performance and institutional governance. Moreover, the findings contribute to the broader academic literature on higher education management and human resource strategies, serving as a reference point for future research on faculty development, ethics enforcement, and organizational

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effectiveness in educational institutions. Through these empirical insights, policymakers can develop targeted interventions to enhance faculty welfare, strengthen institutional policies, and promote a more sustainable academic workforce in Nigeria and beyond.

5.5 Suggestions for Further Studies

Future research could investigate other aspects of lecturers' professional ethics and talent management strategies, which were not explored in this study. Exploring how these elements specifically affect job performance in Nigerian public colleges of education would provide further insights into optimizing faculty engagement and productivity. Additionally, extending this research to private colleges of education and other higher education institutions could offer a broader understanding of how these factors influence job performance across different educational settings. Such studies could provide a comparative analysis of how public and private sector educational institutions implement talent management and ethical standards.

Expanding the scope of the study to include other regions of Nigeria or even a nationwide comparison would also be beneficial. This would allow for a more comprehensive understanding of how regional differences, institutional types, and cultural factors influence the implementation of talent management strategies and professional ethics in higher education. A nationwide study could provide critical insights into policy development and national educational reforms aimed at enhancing lecturers' performance, adherence to ethics, and the overall effectiveness of higher education institutions in Nigeria.

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Appendix I

Lecturers Questionnaire

Dear Respondent,

This questionnaire is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided will be treated confidentially and used for only academic purposes. Thank you in anticipation.

This questionnaire is to be completed by lecturers.

SECTION A: Demographic Details of Lecturers

1. Institution: ( )

2. Department: ( )

3. Gender: Male { } Female { }

4. Age: 21-30 years { } 31-40 years { } 41-50 years { } 50 years and above { }

5. Years of Teaching Experience: 1-10 years { } 11-20 years { } 21-30 years { } 31 years and above { }

6. Highest Educational qualification: HND { } Bachelor's degree { } PGDE{ } Master's Degree { } MPhil { } Doctorate Degree { }

Section B

S/N	**Items 'I'**	**Very True of Me**	**True of Me**	**Partially True of Me**	**Not True of Me**
1	communicate complex concepts in a clear and understandable manner during lectures				
2	engage students in interactive discussions and encourage active participation in the learning process				
3	provide timely and constructive feedback on assignments and assessments to help students improve their understanding				
4	have authored or co-authored in the last academic year many research publications, including peer-reviewed journals and conference proceedings				

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5	have contributed to advancements in my field, as evidenced by citations and references in other researchers' work				
6	have secured external research funding or grants to support their research projects				
7	engage with local schools, educational organizations, or other community groups to share my expertise and contribute to educational initiatives				
8	disseminate my knowledge to the wider community through public talks, workshops, or seminars				
9	participate in committees, boards, or advisory roles related to educational policy or community development				
Section C					
S/N	**Items 'I'**	**Always**	**Sometimes**	**Rarely**	**Never**
1	treat students with fairness, respect, and sensitivity, regardless of their background or personal characteristics				
2	create an inclusive and non-discriminatory classroom environment that values diverse perspectives and promotes open dialogue				
3	address students' concerns and feedback, demonstrating a willingness to listen and make improvements based on their input				
4	accurately represent course content and provide transparent information about learning objectives, assessment criteria, and grading policies to my students				
5	avoid favoritism, bias, or discriminatory practices when evaluating student performance				
6	prevent plagiarism and uphold academic integrity by appropriately citing sources and educating students about proper citation methods				
7	familiar is the lecturer with the codes of ethics and professional standards relevant to my field of expertise				
8	stay updated with the latest developments in pedagogy, curriculum design, and educational technology to ensure my teaching methods align with current best practices				
9	demonstrate a commitment to continuous professional development through participation in workshops, seminars, and conferences				

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Section D					
S/N	**Items 'My College'**	**Always**	**Sometimes**	**Rarely**	**Never**
1	encourages open communication between management and staff to foster a sense of belonging and involvement				
2	provide opportunities for staff to participate in decision-making processes that affect their work environment				
3	promote a positive work culture that values and recognizes employees' contributions and achievements				
4	establishes clear performance expectations, goals, and key performance indicators for lecturers that are aligned with the institution's mission and objectives				
5	provides regular and constructive feedback to lecturers about their performance, highlighting strengths and areas for improvement				
6	supports lecturers in setting individual development plans and providing resources to help them achieve their professional goals				
7	offer competitive compensation packages and benefits that align with standards to attract and retain talented lecturers				
8	provide opportunities for career advancement, promotion, and lateral movement to encourage lecturers to stay and grow within the organization				
9	implement work-life balance initiatives, flexible scheduling, and supportive policies to address lecturers' personal needs and enhance their job satisfaction				
10	identifies and develop potential future leaders among the lecturers through mentorship, leadership training, and exposure to higher-level responsibilities				
11	institution have a documented succession plan that outlines the process for identifying, grooming, and transitioning key roles in case of retirements or departures				
12	facilitates knowledge transfer and ensure continuity by encouraging experienced lecturers to share their expertise with newer colleagues				

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Section E

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Respectful treatment of students positively impacts the overall learning environment and student engagement				
2	Ethical conduct in teaching and assessment enhances the credibility of our education system				
3	Incorporating real-world ethical scenarios into teaching methods promotes critical thinking and ethical reasoning among students				
4	Succession planning initiatives prepare lecturer for leadership roles and ensure institutional continuity				
5	engagement in decision-making processes influence your sense of ownership, job satisfaction, and ultimately, your performance				
6	management strategies that promote work-life balance and inclusivity positively impact your job satisfaction and, consequently, your job performance				

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Students' Interview Guide

Dear Respondent,

This instrument is constructed to collect data purely for a research purpose. Please kindly respond to the questions below as the information provided will be treated confidentially and used for only academic purposes. Thank you in anticipation.

This interview is to be answered by students.

SECTION A: Demographic Details of Students

1. Institution: ( )
2. Department: ( )
3. Gender: Male { } Female { }
4. Age: 16-20 years { } 21-25 years { } 26-30 years { } 30 years and above { }

Section B

1. Do you feel respected by your lecturers during lectures and other academic activities?
2. Have you ever experienced or witnessed a situation where a lecturer disrespected a student's rights or dignity?
3. Do your lecturers treat all students fairly, regardless of gender, religion, background, or academic performance?
4. Have you ever felt embarrassed, insulted, or unfairly treated by a lecturer in front of others?
5. Do you believe your lecturers uphold students' rights to privacy, confidentiality, and fair assessment?
6. Overall, how would you rate the level of respect for students' rights and dignity shown by your lecturers?

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Appendix II

Statistics

		communicate complex concepts in a clear and understandable manner during lectures	engage students in interactive discussions and encourage active participation in the learning process	provide timely and constructive feedback on assignments and assessments to help students improve their understanding	have authored or co-authored in the last academic year many research publications, including peer-reviewed journals and conference proceedings	have contributed to advancements in my field, as evidenced by citations and references in other researchers' work	have secured external research funding or grants to support their research projects	engage with local schools, educational organizations, or other community groups to share my expertise and contribute to educational initiatives	disseminate my knowledge to the wider community through public talks, workshops, or seminars	participate in committees, boards, or advisory roles related to educational policy or community development
N	Valid	773	773	773	773	773	773	773	773	773
	Missing	0	0	0	0	0	0	0	0	0
Mean		2.89	2.78	2.48	2.35	2.18	2.15	2.57	2.79	2.44
Std. Deviation		.968	1.282	1.324	1.283	1.296	1.191	1.318	1.140	1.184
Percentiles	100	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

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Communicate complex concepts in a clear and understandable manner during lectures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	93	12.0	12.0	12.0
	Partially True	130	16.8	16.8	28.8
	True	319	41.3	41.3	70.1
	Very True	231	29.9	29.9	100.0
	Total	773	100.0	100.0	

engage students in interactive discussions and encourage active participation in the learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	227	29.4	29.4	29.4
	Partially True	55	7.1	7.1	36.5
	True	149	19.3	19.3	55.8
	Very True	342	44.2	44.2	100.0
	Total	773	100.0	100.0	

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provide timely and constructive feedback on assignments and assessments to help students improve their understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	312	40.4	40.4	40.4
	Partially True	45	5.8	5.8	46.2
	True	148	19.1	19.1	65.3
	Very True	268	34.7	34.7	100.0
	Total	773	100.0	100.0	

have authored or co-authored in the last academic year many research publications, including peer-reviewed journals and conference proceedings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	301	38.9	38.9	38.9
	Partially True	150	19.4	19.4	58.3
	True	75	9.7	9.7	68.0
	Very True	247	32.0	32.0	100.0
	Total	773	100.0	100.0	

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have contributed to advancements in my field, as evidenced by citations and references in other researchers' work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	392	50.7	50.7	50.7
	Partially True	47	6.1	6.1	56.8
	True	135	17.5	17.5	74.3
	Very True	199	25.7	25.7	100.0
	Total	773	100.0	100.0	

have secured external research funding or grants to support their research projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	360	46.6	46.6	46.6
	Partially True	74	9.6	9.6	56.1
	True	201	26.0	26.0	82.1
	Very True	138	17.9	17.9	100.0
	Total	773	100.0	100.0	

participate in committees, boards, or advisory roles related to educational policy or community development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not True	222	28.7	28.7	28.7
	Partially True	213	27.6	27.6	56.3
	True	114	14.7	14.7	71.0
	Very True	224	29.0	29.0	100.0
	Total	773	100.0	100.0	

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Statistics

		treat students with fairness, respect, and sensitivity, regardless of their background or personal characteristics	create an inclusive and non-discriminatory classroom environment that values diverse perspectives and promotes open dialogue	address students' concerns and feedback, demonstrating a willingness to listen and make improvements based on their input	accurately represent course content and provide transparent information about learning objectives, assessment criteria, and grading policies to my students	avoid favoritism, bias, or discriminatory practices when evaluating student performance	prevent plagiarism and uphold academic integrity by appropriately citing sources and educating students about proper citation methods	familiar is the lecturer with the codes of ethics and professional standards relevant to my field of expertise	stay updated with the latest developments in pedagogy, curriculum design, and educational technology to ensure my teaching methods align with current best practices	demonstrate a commitment to continuous professional development through participation in workshops, seminars, and conferences
N	Valid	773	773	773	773	773	773	773	773	773
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.06	3.00	3.21	3.28	2.70	2.81	2.52	2.76	2.79
Std. Deviation		1.033	.989	.982	.946	1.011	1.289	1.101	1.045	1.061
Percentiles	100	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

treat students with fairness, respect, and sensitivity, regardless of their background or personal characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	98	12.7	12.7	12.7
	Rarely	95	12.3	12.3	25.0
	Seldom	240	31.0	31.0	56.0
	Always	340	44.0	44.0	100.0
	Total	773	100.0	100.0	

create an inclusive and non-discriminatory classroom environment that values diverse perspectives and promotes open dialogue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	66	8.5	8.5	8.5
	Rarely	179	23.2	23.2	31.7
	Seldom	216	27.9	27.9	59.6
	Always	312	40.4	40.4	100.0
	Total	773	100.0	100.0	

address students' concerns and feedback, demonstrating a willingness to listen and make improvements based on their input

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	75	9.7	9.7	9.7
	Rarely	82	10.6	10.6	20.3
	Seldom	218	28.2	28.2	48.5
	Always	398	51.5	51.5	100.0
	Total	773	100.0	100.0	

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accurately represent course content and provide transparent information about learning objectives, assessment criteria, and grading policies to my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	57	7.4	7.4	7.4
	Rarely	96	12.4	12.4	19.8
	Seldom	192	24.8	24.8	44.6
	Always	428	55.4	55.4	100.0
	Total	773	100.0	100.0	

avoid favoritism, bias, or discriminatory practices when evaluating student performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	111	14.4	14.4	14.4
	Rarely	214	27.7	27.7	42.0
	Seldom	246	31.8	31.8	73.9
	Always	202	26.1	26.1	100.0
	Total	773	100.0	100.0	

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prevent plagiarism and uphold academic integrity by appropriately citing sources and educating students about proper citation methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	196	25.4	25.4	25.4
	Rarely	142	18.4	18.4	43.7
	Seldom	49	6.3	6.3	50.1
	Always	386	49.9	49.9	100.0
	Total	773	100.0	100.0	

familiar is the lecturer with the codes of ethics and professional standards relevant to my field of expertise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	173	22.4	22.4	22.4
	Rarely	226	29.2	29.2	51.6
	Seldom	176	22.8	22.8	74.4
	Always	198	25.6	25.6	100.0
	Total	773	100.0	100.0	

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demonstrate a commitment to continuous professional development through participation in workshops, seminars, and conferences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	100	12.9	12.9	12.9
	Rarely	235	30.4	30.4	43.3
	Seldom	169	21.9	21.9	65.2
	Always	269	34.8	34.8	100.0
	Total	773	100.0	100.0	

stay updated with the latest developments in pedagogy, curriculum design, and educational technology to ensure my teaching methods align with current best practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	110	14.2	14.2	14.2
	Rarely	208	26.9	26.9	41.1
	Seldom	215	27.8	27.8	69.0
	Always	240	31.0	31.0	100.0
	Total	773	100.0	100.0	

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Statistics

		encourages open communication between management and staff to foster a sense of belonging and involvement	provide opportunities for staff to participate in decision-making processes that affect their work environment	promote a positive work culture that values and recognizes employees' contributions and achievements	establishes clear performance expectations, goals, and key performance indicators for lecturers that are aligned with the institution's mission and objectives	provides regular and constructive feedback to lecturers about their performance, highlighting strengths and areas for improvement	supports lecturers in setting individual development plans and providing resources to help them achieve their professional goals	offer competitive compensation packages and benefits that align with standards to attract and retain talented lecturers	provide opportunities for career advancement, promotion, and lateral movement to encourage lecturers to stay and grow within the organization	implement work-life balance initiatives, flexible scheduling, and supportive policies to address lecturers' personal needs and enhance their job satisfaction	identifies and develop potential future leaders among the lecturers through mentorship, leadership training, and exposure to higher-level responsibilities	institution have a documented succession plan that outlines the process for identifying, grooming, and transitioning key roles in case of retirements or departures	facilitates knowledge transfer and ensure continuity by encouraging experienced lecturers to share their expertise with newer colleagues
N	Valid	773	773	773	773	773	773	773	773	773	773	773	773
	Missing	0	0	0	0	0	0	0	0	0	0	0	0

Mean	2.50	2.23	2.49	2.50	2.25	2.46	2.92	2.36	2.31	2.42	2.33	2.46
Std. Deviation	1.076	1.203	1.272	1.071	1.176	1.379	1.254	1.232	1.141	1.193	1.199	1.137
Percentiles	100 4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00

encourages open communication between management and staff to foster a sense of belonging and involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	214	27.7	27.7	27.7
	Rarely	94	12.2	12.2	39.8
	Seldom	329	42.6	42.6	82.4
	Always	136	17.6	17.6	100.0
	Total	773	100.0	100.0	

provide opportunities for staff to participate in decision-making processes that affect their work environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	306	39.6	39.6	39.6
	Rarely	165	21.3	21.3	60.9
	Seldom	118	15.3	15.3	76.2
	Always	184	23.8	23.8	100.0
	Total	773	100.0	100.0	

promote a positive work culture that values and recognizes employees' contributions and achievements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	263	34.0	34.0	34.0
	Rarely	133	17.2	17.2	51.2
	Seldom	112	14.5	14.5	65.7
	Always	265	34.3	34.3	100.0
	Total	773	100.0	100.0	

establishes clear performance expectations, goals, and key performance indicators for lecturers that are aligned with the institution's mission and objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	184	23.8	23.8	23.8
	Rarely	179	23.2	23.2	47.0
	Seldom	248	32.1	32.1	79.0
	Always	162	21.0	21.0	100.0
	Total	773	100.0	100.0	

provides regular and constructive feedback to lecturers about their performance, highlighting strengths and areas for improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	289	37.4	37.4	37.4
	Rarely	172	22.3	22.3	59.6
	Seldom	140	18.1	18.1	77.7
	Always	172	22.3	22.3	100.0
	Total	773	100.0	100.0	

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Bio-data

A. Personal Data

- **Full Name:** **Oluwumi Olatunde AKINOLA**
- **Address:** Plot 7, Block XXV Ayetoro Scheme, Oyo, Oyo State
- **Email:** wumak09@ gmail.com
- **Phone Number:** 08062703461
- **Date of Birth:** 19th August,1976
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name of Next of Kin:** Mrs. Oluwakemi Akinola
- **Address of Next of Kin:** Plot 7, Block XXV Ayetoro Scheme, Oyo, Oyo State.

B. Educational Backgrounds

1. Educational Institutions Attended with Dates and Qualification:

i. Primary Education

1981-1987 Local Authority Primary School, Iware, Oyo State.

ii. Secondary Education

1987 – 1993 Methodist Secondary School, Iware.

iii. Higher Educational Institutions Attended with Dates & Qualification

(i) 2010 – 2011 University of Ibadan, Ibadan.
(ii) 2002 – 2006 University of Ado Ekiti, Ado Ekiti
(iii) 1996 – 1998 Federal College of Education (Sp), Oyo.

C. Work Experience with Date

2017 – To date Federal College of Education (Special), Oyo

2006 -2017 Oyo State Local Government Service Commission

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D. Awards and Fellowship:

1. Letter of commendation received from the Dean School of Education for compilation, computation, and Presentation of 2016/2017 NCE 111 results. 2018

2. Letter of commendation received from the Colleges of Education Academics Staff Union (COEASU) Federal College Education (Special), Oyo Chapter for excellent performance and selfless services during the COEASU South West Conference. 2019

3. Letter of commendation received from the School of Education for outstanding performance in carrying out the primary assignment, contribution to the successful hosting of the 2019 National Conference, and active involvement in the 10th inaugural lecture delivered by Dr. V.I. Aleburu. 2020

E. Membership of Academic Professional Bodies

TRCN Teachers Registration Council of Nigeria

F. Publication(s):

Akinola, O. O. (2018). An appraisal of the effect of moral education on Nigerian Society. *The Knowledge Resort. 2*(1), 135-139.

Akinola, O. O. (2018). Inclusive Education as an effective means of educating students with special needs in Nigeria's secondary school system. *The Educator.12* (1), 197-201.

Afolabi, A. A**. & Akinola, O. O. (**2019**)** Issues in methodology: inquiry teaching strategies as a panacea for enhancing better student involvement in learning. *Atiba Journal of Arts and Social Sciences Education. 6*(2), 24-36.

Akinola, O. O. (2021). Conflicts and conflict resolutions in teachers' education: implication for building a peaceful society. *Journal of General Studies Education. 3*(1), 261-272.

Akinola, O. O. (2022). The roles of educational managers in enhancing teachers' education in the context of covid-19 pandemic in Nigeria. *The Knowledge Resort. 4*(1), 28-37.

Adefalu, R. O**, Akinola, O. O,** & Oke, S. M **(**2024). Impact of economic indices on teacher's job performance in public schools in Oyo metropolis. *Prestige Journal of Education.7 (1), 161-167*.

Akinola, O. O (2024). The harmful effects of superstitious belief on teachers' job Performance in Oyo metropolis, Oyo state. *Huda-Huda a Multi-Disciplinary Journal of Languages.*7 (1) 25-33

Akinola, O. O & Prof. Oredein, A. O (2025). Nurture, education and future: Unlocking human potential for a better tomorrow. *Prestige Journal of Education* 8(1),39-50

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G. Major Conferences Attended with Dates

Akinola, **O. O.** & Adefalu, R. O. (2018, March 12 - 15) Educational resources as a determinant of students' enrollment in Nigerian Colleges of Education. A case study of Federal College of Education (Special), Oyo. The 9th Annual National Conference of Colleges of Education Academic Staff Union, South West Zone, Ondo, Ondo State, Nigeria.

Akinola, O. O. (2018, November 26 – 30**).** Roles of Educational management in enhancing teacher education programme in Nigeria. The National Conference of Colleges Education Academics Staff Union, Akoka, Lagos State, Nigeria.

Akinola, O. O. (2019, July 6 - 12). Conflicts and conflict resolutions in teacher education: implications for building a peaceful society. The Annual National Conference of Colleges of Education Academics Staff Union, Southwest Zone, Oyo, Oyo State, Nigeria.

Akinola, O. O. & Adefalu, R. O. (2019, November 11 - 15). The influence of information and communication technology on the academic performance of Students with hearing impairment. Biennial National Conference of School of Education, Federal College of Education (Special) Oyo, Oyo State, Nigeria.

Akinola, O. O. (2021, June 22 - 25). The roles of educational managers in enhancing teachers' education in the context of covid-19 pandemic in Nigeria. Biennial National Conference of School of Education, Oyo, Oyo State, Nigeria.

Akinola, O. O. & Oke, S.M. (2021, March 10 - 12). Functional education and poverty reduction in the era of Covid_19 pandemic in Oyo State. 3rd International Conference of School of Education. Obudu, Cross River State, Nigeria.

Oke, S. M. & **Akinola, O. O.** (2022, March 28 - 32). Security threat and secondary school student's academic performance in Oyo Metropolis. College of Education Academics Staff Union, South West Zone, Annual National Conference, Oyo, Oyo State, Nigeria.

H. Names and Addresses of Referees

1. Professor Afolakemi O. Oredein
   Lead City University, Ibadan, Oyo State
   08055145060

2. Dr. M. A. Oladimeji
   Federal College of Education (Special), Oyo
   08034168073

I. _____ _____

Signature **Date**

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The University Compliance Certification

This is to certify that this thesis by Oluwumi Olatunde AKINOLA, with matriculation number LCU/PG/003088, in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University format and style.

_____ _____

Signature **Date**

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