

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

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Abstract

The issue of the professional development programme and self-efficacy of lecturers have continued to draw a lot of debate within the Nigerian education setting. Previous studies have failed to harness the variables under this present study effectively to see how it determines lecturers' performance in colleges of education. This study investigated the professional development programmes and self-efficacy as determinants of lecturers' performance in colleges of education in Southwest, Nigeria. The research design used for this study was descriptive survey design. Professional Development, Self-efficacy, Lecturers' Performance Scale (PDSLPS): $r = 0.713$ was used for data collection. Data collected were analysed using Means, Standard Deviation, and Multiple Regression Analysis. Findings revealed that lecturers participated in professional development programme such as seminars, conference, workshop and training in colleges of education in

Southwest, Nigeria. There was moderate level of self-efficacy among lecturers in colleges of education in Southwest, Nigeria, (Grand mean = 2.41). There was significant combined contributions of professional development programmes and self-efficacy on lecturers' performance in colleges of education, ($R = .416$, $R^2 = .173$, $F = 131.565$, $p < 0.05$). Professional development programmes and self-efficacy are essential variables that can determine lecturers' performance in colleges of education in Southwest, Nigeria. It was recommended among others that lecturers should be encouraged to participate more in international conferences. Self-efficacy of lecturers should be improved upon in term of problem solving, ability to cope with students and school problems with confidence to face problems in schools.

Keyword: Professional Development Programmes, Self-Efficacy, Lecturers' job Performance

Introduction

Lecturers' job performance is one of the most important factors in higher institutions of learning that determine the quality of education. If lecturers' performance is weak, the entire system of education will be shaky. In view of this fact, effective job performance of lecturers is imperative for any educational improvement. Performance of a lecturer refers to how the professional duties in the school at a given time are being carried out. Job performance can be defined as the outcomes and accomplishments valued by the organization or system that one works in. Lecturers in the colleges of education are the major and most important human resources in the institutions. Lecturers have closed contact with students and responsible for delivery instruction in the classroom. Lecturers are involved in the implementation of curriculum and educational policies in classrooms and without them, goals of colleges of education cannot be accomplished. Equally, it will be difficult to carry out the curriculum activities (NCCE, 2012). Hence, job enthusiasm and maximum job performance are required and needed to be improved upon.

The word 'performance' is used to mean the act of carrying out a particular piece of work, a duty or responsibility by an individual and this is often regarded as one's job. Performance can be seen as the achievement of specified task measured against predetermined or identified standards or accuracy, completeness, cost and speed. It is a way to complete the assigned task within specified limitations (Iqbal, Ijaz, Latif, & Mushtaq, 2015). Performance can also refer to the employee job behaviour comparing it with the formats and standards that have been determined in the organization (Musa, 2016). Staff job performance on the other hand means using the skills, ability and experience, to perform the assigned task required by the superior with effectiveness and efficiency (Oyeniya, Adeyemi & Olaoye 2017). In order to improve staff job performance there is the need to develop the desired knowledge, skills and abilities of the employees to perform well on the job (Elnaga & Imran, 2013). Colleges of education provide professional development programmes so as to optimize their lecturers' potentials to do their job as desired.

The need to hire competent lecturers has become stronger due to the challenges faced by global economy (Nassazi, 2013). Lecturers all over need to keep pace with highly developing fields of knowledge and technologies and to meet needs of students (Peretomode & Chukwuma, 2012). The governments as well as management of higher institutions learning have realized the importance of lecturers' training/development in colleges of education as part of human resource development strategy to update lecturers' skills in response to rapid changes in the world.

Furthermore, the trend of low academic performance is rampant among students in tertiary institutions. This has been subject of major concern to educational planners, administrators, students and all other stakeholders in education. The Vice Chancellor, University of Ibadan, lamented on the poor performance of the first year students of the institution in the recently concluded First Semester Examinations for the 2016/2017 Academic Session. He stated that 510 (17.2 percent) out of the

2,961 students were asked to withdraw from the institution due to poor performance (Olayinka, 2017). However, students' poor performance may be attributed to parental attitude, change in environment or teachers' attitude. Lecturers' job performance in colleges of education varies from teacher to teacher and may be predicated by hosts of factors such as teachers' attitude to teaching, years of teaching experience, teachers' teaching efficacy (self-efficacy), job commitment, self-concepts, teaching style, level of qualifications, teachers' innovativeness, creativity and others (Olusola, Sunmaila, Olufemi & Abiodun 2016). Thus, there is stringent need for lecturer professional development programmes in order to enhance job commitment and effectiveness.

Lecturers' job performance is one of the factors that affect the standard of education in any institution of learning, colleges of education inclusive. The product of any level of education show case how well the performances of lecturers are keen to their job. The biggest problem faced by developing countries is that of obtaining, retaining and maintaining employees' job performance. It was revealed that 22 out of 45 African universities still depend on foreigners to occupy 20% of their faculty positions (Ofojebe & Chukwuma, 2015). Currently there is a problem with lecturers being adequately prepared to face the challenges of handling classroom situations (Imoge, 2013). Therefore, effective professional development programme for lecturers will help to develop competences, capacity building, and equip lecturers with the latest teaching skills and methodologies that will assist them to interact effectively with students in classroom which equally has effects on their job performance.

Lecturers' performance in colleges of education is a factor in determining the extent to which the goals of teaching and learning, research and scholarship are realized. Provision of effective professional development programmes and improving self-efficacy can be used as motivational tools for all lecturers or pre-condition for performance in Nigerian tertiary institutions. However, self-efficacy can be improved through personal experience, role

modeling, social persuasion, motivation, payment of fringe benefit such as allowance, sponsor for conference and seminars, praising successes, provision of learning opportunities and many more. Poor performance of lecturers is one of the numerous problems facing tertiary institutions in Nigeria (Ajayi, 2011). It has been reported, in recent years that stakeholders in the education industry complained about lecturers performance in tertiary institutions as some failed to show commitment, punctuality, dedication, confidence, devotion, fairness, and patriotism expected from them. Lecturers in colleges of education are expected to work on jobs that will provide them with opportunities to be promoted to new and challenging positions. People should not only be rewarded financially, but they should also be offered opportunities to grow within the organization (Dockel, 2010).

Professional development are the organized activities such as; workshops, conferences, seminars, orientation, mentoring, further training and on-the-job training arranged within the college to develop lecturers' skills and knowledge to perform their assigned duties diligently. Professional development is any activity aimed at the acquisition of new knowledge and skills for effective job delivery. Professional development programmes for teachers can be viewed as series of activities employed by any institution for the improvement of its teachers' skills, knowledge, attitude and competence. These kinds of training comes in form of seminar, workshop, conference, continuous education, mentorship, coaching system, higher qualification and staff, exchange programme (Awodiji & Ijaiya, 2019).

Professional development is about developing teachers' skills, knowledge, expertise, learning procedures, learning how to acquire further knowledge and transforming the knowledge into practice (Xin, 2018). Professional development are planned and organized activities such as attending local and international conferences, seminars, on-the-job training, workshops public lectures, mentoring and coaching, short and long term professional training programmes such as management training courses offered in the institutes of

management, in schools to develop the knowledge and skills of staff to perform their work effectively (Alabi, Ahmed & Akinnubi, 2013). Lecturers' participation in professional development programmes should begin immediately they are employed and continue throughout their profession. Colleges of education can achieve these objectives by increasing the skills and knowledge of the lecturers. However, if lecturers' knowledge and skills are developed through different types of professional development programmes, such as seminars, workshops, further education, induction courses, mentoring and establishment of adequate reference libraries, their performance will be enhanced, as well as that of institutions they work for.

Self-efficacy is the personal belief and determination of a lecturer to deal with a certain task given to him or her in school or college. It is an individual's belief in his/her capability to organize and implement actions to reach a certain level of performance (Olusola, et. al., 2016). Self-efficacy affects every area of human endeavour. By determining the belief a person holds regarding his or her power to affect situations as it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. Self-efficacy can be viewed as the ability to deal with certain task. Self-efficacy can be defined as one's belief in one's ability to successfully execute any given task. It is this belief that determines whether or not individual can rise up after being knocked down. People's behaviour could often be better foreseen by the beliefs they hold about their own proficiencies than by what they were really capable of accomplishing (Bandura, 2001). Teachers' self-efficacy is one of the vital variables in educational research. Teachers' efficacy could further be defined, as a teacher's own judgment and capability to come out with desired outcome from students' learning engagement, even among those who are not motivated (Oyewumi, Ibitoye & Sanni, 2012).

Self-efficacy is the trust and capabilities a lecturer have to accomplish assigned task with different methods at any given period of time (khurram and Sajida, 2017). It assures teachers to transfer

their knowledge and skills to students successfully. Teachers with high sense of self-efficacy beliefs are willing to experiment new methods of teaching to meet the requirements of their students need. If lecturers' self-efficacy increases when accomplishing a task successfully then failure to accomplish a task decreases or lowers their self-efficacy.

Employees with high self-efficacy are always ready to learn new concepts, ideas and skills as well. They perform extra ordinarily and provide their best at workplace (Muhammad Mula, Umer, Muhammad & Kamran, 2016). The term self-efficacy refers to an individual's confidence in their ability to complete a task or achieves a goal. Self-efficacy also refers to set of belief we hold about our ability to complete a particular task.

A strong sense of self-efficacy enhances personal well-being and human accomplishment in many ways. Lecturers with high self-efficacy always approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious sense increases intrinsic interest and high commitment. They always sustain and heighten their efforts in the face of failures. They always recover quickly from failures and setbacks. They always attribute failures to deficient knowledge and insufficient efforts and skills which are acquirable. They also approach difficult situations with assurance that they can exercise control over it. Such efficacious senses reduce stress and personal accomplishment and lowers vulnerability to depression (Bandura, 2001).

However, lecturers with low self-efficacy shy away from difficult tasks which they view as personal threats. Such lecturers have low aspirations and weak commitment to pursue their goals in their chosen career. When such lecturers are faced with difficult tasks, they dwell on their personal deficiencies, rather than concentrate on how to perform successfully. They are slow to recover from failure or setbacks, because they view insufficient performance as deficient aptitude, they quickly lose faith in their capabilities. They fall easily to victim of stress and depression. Thus, such lecturers

may find it difficult to be committed to their job (Oyewumi, et. al. 2012).

Professional development and self-efficacy will go a long way to improve lecturers' performance if well implemented. Self-efficacy can be implemented when befitting programmes that would favour the entire staff such as seminars, conferences, workshops, mentoring, off the job training, motivation, are provided. The purpose of this study is to investigate the professional development programmes and self-efficacy as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

Statement of the Problem

The issues of professional development programmes and self-efficacy have generated debate within academic setting in Nigeria. The problem is not on how to hire lecturers in schools, but how to maintain them through continuous development programmes. It seems lecturers do not perform to the expected standards and neither do they see to address the needs of students and other stakeholders. Their performance appears to be less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of term projects and course content, poor preparation of lecture notes, uninteresting mode of delivery of lecture, and unsatisfactory method of evaluation, delayed examination results and missing marks, reduced levels of research and publications and as a result, academic standards and performance among students have been adversely affected.

Aim and Objectives of the Study

The main objective of this study is to examine the professional development programmes and self-efficacy as determinants of lecturers' performances in colleges of education, Southwest Nigeria. In specific terms, the objective of this study is to:

- (i) identify the professional development programmes attended by lecturers in colleges of education in Southwest, Nigeria.
- (ii) determine the level of self-efficacy among lecturers in colleges of education in Southwest, Nigeria.
- (iii) determine the combined contribution of professional development and self-efficacy on lecturers' performance in colleges of education in Southwest, Nigeria.

Research Questions

The following research questions are raised to guide the study:

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

Hypothesis

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

Methodology

This study adopted descriptive survey research design. The purpose of descriptive survey is to collect detailed and factual information that describes an existing phenomenon. It aims to accurately and systematically describe a population situation and phenomenon to gather data about varying subject.

Population

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

Sample and Sampling Techniques

A multistage stratified random sampling procedures was used to select sample for the study. At stage one, colleges of education were stratified on the basis of ownership (Federal, State and Private). Stage two, purposive sampling method was used to select state having just one Federal and State/Private colleges of education while one State and Private College of Education was picked through balloting from states that have more than one State/Private College of Education or Private College of Education. Stage three, proportional sampling method was used to select eighty percent (80%) of lecturers each from the nine (9) Colleges of Education picked. In all, nine (9) Colleges of Education (3 Federal Colleges of Education, 3 State Colleges of Education and 3 Private Colleges of Education), was used for the study. A sample of one thousand four hundred and thirty-six (1,436) lecturers was used for the study.

Research Instrument

For the purpose of data collection, one (1) instrument was used for the study. Professional Development, self-efficacy, Lecturers' Performance Scale (PDSLPS), self-developed instrument which consist of Sections A1, A2 B, C. Section A consist of demographic section A1 contains five (5) items which deals with the professional development programmes of lecturers like seminars, conferences (Local and International), workshops, and trainings. Section A2 contains five (5) items on professional development with options Strongly Disagree, Disagree, Agree, Strongly Agree. Section B contains ten (10) items on self-efficacy with options Strongly Disagree, Disagree, Agree, Strongly Agree and Section C contains five (5) items on lecturers' performance with options Strongly Disagree, Disagree, Agree, and Strongly Agree.

Validity and Reliability of Instrument

The questionnaire was both content and face validated. The reliability of the research instrument was established using Cronbach Alpha which yielded the reliability coefficient of 0.713.

The statistics tested used were both mean and standard deviation for research question, while the null hypothesis was the Multiple Regression Analysis.

Results and Discussion

Research Question 1: What are the professional development programmes that lecturers in college of education have attended in Southwest, Nigeria?

Table 1: Professional Development Programmes Attended by Lecturers.

Items	N	Mean	Std. Deviation
Seminars	1262	4.38	1.40
Local conference	1262	4.39	1.53
International Conference	1262	1.84	1.22
Workshop	1262	4.08	1.52
Training	1262	4.07	1.67
Grand Mean		3.75	1.47

Source: Researcher's Field Survey Data (2021)

The results from the table above revealed that lecturers attended seminars, local conferences, workshops and trainings which few lecturers attended international conferences in colleges of education. These data showed that lecturers in colleges of education in Southwest, Nigeria attended professional development programmes. Therefore the professional development for programmes lecturers in colleges of education in Southwest, Nigeria are seminars, local conferences, workshops, trainings and international conferences.

Research Question 2: What is the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria?

Table 2: Mean and Standard Deviation Indicating the Level of Lecturers' Self-Efficacy in Colleges of Education in Southwest, Nigeria.

Self-efficacy	N	Mean	Std. Deviation	Remark
I can manage to solve difficult problems.	1262	1.21	0.48	Low
I can find the means to get what I want.	1262	2.90	0.64	Moderate
I always accomplish my goals if I stick to my aims.	1262	1.90	0.45	Low
I have confident to deal with unexpected events.	1262	3.77	0.59	High
I can handle unforeseen situations.	1262	2.98	0.54	Moderate
I can solve problems if I invest necessary effort.	1262	2.35	0.66	Moderate
I can rely on my coping abilities when facing problem.	1262	3.64	0.70	High
I can find solution to several problems that confronted me.	1262	1.28	0.75	Low
I always think of solution to problem.	1262	1.14	0.51	Low
I can handle problems that comes my way.	1262	2.96	0.91	Moderate
Grand mean		2.41	0.62	Moderate

Source: Researcher's Field Survey Data (2021)

Note:

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

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

Decision: Moderate

Table 2 showed that the mean scores of 1.21, 1.90, 1.28 and 1.14 respectively for managing to solve problem, stick to aims and to accomplish goals, confronted with a problem and think of solution were low in colleges of education in Southwest, Nigeria. Also the mean scores of 2.90, 2.98, 2.35 and 2.96 respectively for finding the means to get what they want, handle unforeseen situations, invest the necessary efforts to solve problems and handle whatever comes to their way were moderate. However, results further indicated that confident to deal with unexpected events and coping abilities to face problems were high. Overall, there was moderate level of lecturers' self-efficacy in colleges of education, Southwest, Nigeria, (Grand mean = 2.41).

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

Table 3: Combined Contribution of Professional Development Programmes and Self-Efficacy on Lecturers' Performance in Colleges of Education in Southwest, Nigeria.

Model summary

R	R Square	Adjusted R square	Std. Error of the Estimate	F	Sig	Remarks
0.416	0.173	0.172	1.82476	131.565	0.05	Sig

Model	Sum of Square	df	Mean of Square	F	Sig
Regression	876.157	2	438.079	131.565	0.00
Residual	4192.167	1259			
Total	5068.324	1261	3.330		

Source: Researcher's Field Survey Data (2021)

Results from Table 3 showed that the combined contribution of professional development programmes and job commitment on lecturers' performance was significant ($R = 0.416$, $R^2 = 0.173$, $F = 131.565$, $p < 0.05$). The result means that professional development programmes and self-efficacy accounted for 17.3% of the variance in lecturers' performance in colleges of education in Southwest, Nigeria. Hence, the null hypothesis was rejected.

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

Discussion of Findings

The results of the findings which examined the professional development programmes that lecturers in colleges of education have attended in the Southwest, Nigeria revealed that seminars,

local conference, international conference, workshops and training are professional development programmes that lecturers in the Southwest have attended even as few of the lecturers attended international conferences. This implies that professional development programmes are available in colleges of education in Southwest, Nigeria. Professional development programmes are available for lecturers to improve their skills, knowledge and teaching methodology in schools. The finding is in line with the study that revealed that different forms of lecturers' professional development programmes are available in Federal University of Oye-Ekiti such as workshop, in-service training programmes, seminar, computer training programme and video training programme (Oduyaya, 2019).

The results of finding that examined the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria revealed that there was moderate level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria. The finding is in agreement with study that says that self-efficacy has strong relationship with job performance factors like job commitment. The finding is also in consonance with the study of Muhammad, Mula, Umer & Muhammad, 2016 that affirmed that an employee's self-efficacy was associated with workplace performance but in disagreement with the study that showed that 95% of the teachers were rated low on job performance while 90.4% were low on self-efficacy (Olayiwola, 2011). Lecturers who have a high self-efficacy are more likely to set themselves challenging goals which are most often achieved. Thus, it becomes necessary to identify the practical implications of the outcomes related to improving employee self-efficacy in order to motivate them and improve their job performances.

The results of findings also revealed that there was significant combined contribution of professional development programmes and self-efficacy on lecturers' performance in colleges of education in Southwest, Nigeria. This indicate that all independent variables (professional development programmes and self-efficacy) contributed significantly to lecturers' job performance in colleges

of education, This is in line with the study that revealed that participating in seminars and workshops, conference, higher education and ICT programmes has effects on lecturers' job performance in Federal Polytechnics (Husseina, 2015). This result is also in line with the study that opined that teachers who participated in staff development programmes were more effective in their job performance than those who did not in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of students' works (Imo, Oswald & Inyang, 2013).

Conclusion

From available data, the study revealed that lecturers in colleges of education in Southwest, Nigeria attended professional development programmes such as seminars, conferences (local and international), workshop and training with moderate level of self-efficacy. It is thereby concluded that professional development programmes and self-efficacy are essential variables that can determine lecturers' job performance in colleges of education in Southwest, Nigeria.

Recommendations

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

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

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