



# INFLUENCE OF STAFF DEVELOPMENT PROGRAMS ON THE JOB PERFORMANCE OF BUSINESS EDUCATION LECTURERS IN FEDERAL COLLEGES OF EDUCATION IN NORTH-EAST, NIGERIA

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## Abstract

*The study examined the influence of staff development programmes on the job performance of Business Education lecturers in Federal Colleges of Education in North-East, Nigeria. One objective, one research question, and one corresponding null hypothesis guided the study. A survey research design was adopted. The target population comprised all 136 Business Education lecturers in the four Federal Colleges of Education located in Northeast, Nigeria. They are Federal College of education Technical Gombe, Federal College of Education Technical Potiskum, Yobe State, Federal college of education Yola, Adamawa State and Federal College of Education Jamaare (Bauchi State), a census sampling technique was used, involving the entire population as respondents. Data were collected using an adapted questionnaire. The instrument underwent face validation by three experts and attained a Cronbach's Alpha reliability coefficient exceeding 0.70 which is found to be reliable. Descriptive statistics (mean and standard deviation) were used to answer research question, while simple linear regression analysis tested hypothesis at a 0.05 level of significance. The findings of the study revealed that (in-service training had a moderate positive influence on job performance of Business Education Lecturers. Regression analysis also indicated statistically significant positive influence between staff in-service training and job performance, with p-values less than 0.05 for a tested hypothesis. The study concluded that effective and regular participation in staff development is crucial for enhancing lecturers' professional skills and job performance. It recommended that management of Federal Colleges of Education in North-East, Nigeria, should intensify the organisation and sponsorship of relevant training, workshops, conferences, and seminars to ensure continual staff improvement and optimal educational outcomes.*

**Keywords:** Staff development, Job performance, Business Education, Lecturers

## Introduction

Education worldwide is seen as a deriving post and tool for attaining progress and development. The progress of a nation in socio-economic, political, and technological terms is heavily dependent on the quality and effectiveness of its educational system. Therefore, enhancing teacher quality is a fundamental prerequisite for effective learning, as skilled and competent educators are essential for fostering academic achievement and deriving student success (Federal Republic of Nigeria [FRN], 2013). Lecturers in colleges of education play a pivotal role in preparing future educators, equipping them with the necessary knowledge, skills, and attitude to become effective teachers. A productive lecturer is required to be equipped with certain characteristics like mastery of subject matter, professional training, sound physical and mental health as well as devotion and dedication to the profession (Adi *et al.*, 2019). Numerous factors negatively influence lecturers' job performance in Nigeria. These include: Low remuneration, delayed salary, insufficient funding, poor working conditions, limited technological integration, and stress-related issues like work-life imbalance and overload, and inadequate benefits also contribute to low job satisfaction and motivation (Buba *et al.*, 2023). Although human resources are vital to both secondary and tertiary education, hiring skilled personnel alone does not ensure that they will perform optimally on the job, hence the need for robust staff development programme (Musa, 2015).

Business education lecturers' job performance encompasses the degree to which lecturers engage in teaching, research and community service particularly in Business Education Studies in order to accomplish predetermined aims, goals and objectives of Business Education Studies as prescribed in the National Policy on Education. The primary characteristic of lecturer's job performance is its requirement to be goal-relevant and especially aligned with the major organizational goals that define the standard for job performance (Osuji *et al.*, 2022). Uko *et al.*, (2015) defined lecturers' job performance as the degree to which teachers demonstrate dedication to pedagogical delivery and exhibit ethical conduct and academic proficiency within the field of teaching. Lecturers' job performance pertains to the degree to which teachers fulfil their instructional and pedagogical responsibilities in order to facilitate student learning and the achievement of educational goals within the school setting (Owan, 2018). Therefore, teacher's job performance may depend on the staff development programmes (Afe, 2019). Staff who do not know what to do or how to do it cannot perform effectively even if they want to do it (Ahmed *et al.*, 2021). Therefore, it is the responsibility of the human resource management to ensure that the staff know what to do and how to do it. This can only be possible through staff development programmes.

Staff development, according to Ezeani and Oladele in Ojugo and Olubor (2021) is the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organization's efficiency. Ohakwe in Ezeani and Oladele (2013) defined it as continuous assistance or coaching given to an employee in order to make him have current knowledge of the job content, scope and relationship within the organizations.

Staff development programmes are the various means through which all the categories of staff who teach Business Education are encouraged to improve their capabilities and be more effective in their areas of assignment (Buba *et al.*, 2023). According to Ollor (2021), staff development is an organizational effort aimed at helping lecturers to acquire basic skills required for the efficient execution of the activities or functions for which he/she is hired. Hussaini (2019) revealed that, it is a process designed to improve job understanding, promote more effective job performance and establish future goals for career growth. Staff development is an activity that helps staff in understanding their responsibilities. Staff development programs have emerged as indispensable tools to support the growth of lecturers, refine their teaching approaches, and ultimately elevate the quality of lectures they offer in Business Education classes (Buba *et al.*, 2023). Staff professional development could also be regarded as a lifelong endeavor involving continuous learning on the part of the staff, with regards to updating of their contemporary knowledge, skills and experiences for self and all-round development (Osiesi *et al.*, 2022). One of the staff development programmes available for colleges of education lecturers in Nigeria is in-service training. According to Anggraini (2018), lecturers need to be updated through in-service training and development to enable them acquire competencies they did not have at the time of their initial appointment.

In-service training includes all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services (Adi *et al.*, 2019). It is a development opportunity given to a staff for job enrichment which widens their knowledge, skills and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of his/her professions, thereby making interaction prove more fertile field. Abazie (2020) further noted that the purpose of in-service training is basically to upgrade and update the potentiality and competency of staff to be more supportive, participative and achievement-oriented. In other words, in-service training is a goal-directed activity which specifically focuses on changing a lecturer's values, orientation and attitude towards learning environment. In-service training enhances the job performance of lecturers as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching (Obineme, 2020). If opportunities are created for staff to persistently rise in their various transmissions of knowledge, there will most likely be innovative change in curriculum, high degree of participation in decision-making as well as standard teaching and overall input. Lecturer's job performance has been a great concern to stakeholders in education such as the government, external examination bodies, parents, Non-Governmental Organizations (NGOs), among others in recent times in Nigeria, given the deteriorating academic performance of students' performance (Ekpoh, 2017). Parents, students, government and employees have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools in spite of improved academic and professional qualification of employees and huge government investment in education of their children in secondary, polytechnics, colleges of education and university system seems to have failed to produce graduates who can contribute to solving the problems of the society (Modibbo *et al.*, 2019). Despite the

substantial investment by Government and non-governmental organization in North Eastern Nigeria to enhance employees' work performance, including measures aimed at boosting staff participation in developmental programs, Investigation by the researcher revealed that desired expansions have not been achieved as many tertiary institutions of learning in Nigeria mistakenly categorize their staff training initiatives, operating under the assumption that successful staff development means choosing only a few individuals with great potential for training, while overlooking the rest of the staff.

National Policy on Education defined Colleges of education as tertiary institutions that train teachers for Nigerian schools. They offer programs leading to the Nigeria Certificate in Education (NCE), which is a higher degree awarded by these institutions. Colleges of education play a crucial role in producing qualified teachers for the Nigerian educational system, including primary and secondary schools levels (Ahmed, 2018). Colleges of Education (CoEs) in Nigeria face numerous challenges, including inadequate funding, deteriorating infrastructure, poor rewards for teaching, and inadequate motivation of lecturers (Hussaini, 2019). These challenges lead to shortages of qualified teachers and students prioritizing CoEs as a last choice. Additionally, outdated curricula, poor facilities, and lack of qualified personnel further exacerbate the situation, particularly as it relates to Business Education lecturer. Staff development programs, like study-fellowship training, conferences, and workshops, can significantly enhance the job productivity of business education lecturers. These programs equip lecturers with updated knowledge and skills, leading to improved teaching methods, classroom management, and student evaluation (Modibbo *et al.*, 2019).

The researcher observed that Business Education lecturers in Federal Colleges of Education in North East Nigeria perform a lot of responsibilities. Apart from lecturing students in the classroom, they have to administer continuous assessment in form of class test, take home assignments and the likes. They also write journal articles and attend national and international conferences, seminars and workshops. Given the vital influence lecturers have on academic success and the holistic growth of their students, it is essential for them to embody attributes such as expertise in their field, moral and mental aptitude, dedication to their vocation, and proficiency in fulfilling their responsibilities to attain the desired goals. However, the quality of lecturers constitutes a major determinant of the quality of education, because no educational system can rise above the quality of its teaching staff (Day, 2016).

In colleges of education settings, a Business Education lecturer must assume multiple roles, acting as an "authority figure, leader, knowledgeable individual, director, manager, counselor, and guide" simultaneously. Additionally, Business Education lecturers are expected to embody the roles of a friend, confidante, and even a parental figure. It's essential to recognize that a lecturer goes beyond being a mere provider of knowledge and classroom lessons; they are deeply involved and invested in the holistic development of students (Buba *et al.*, 2023). To fulfill these diverse roles effectively, a Business Education lecturer should possess certain qualities and attributes, such as proficiency in the subject, moral integrity, and physical and mental well-being. Their job performance in these roles can be significantly enhanced through participation in various staff development

programs. Staff development programmes have been a recurring issue in any situation of management of employees especially those organizations that are conscious and sensitive of their responsibilities towards their staff and those who established the organization. It is against this background that the researcher seeks to investigate the influence of staff development programs on the job performance of business education lecturers in Federal Colleges of Education in North East, Nigeria.

### **Statement of the Problem**

Business Education is one of the courses offered in Colleges of education in Nigeria. The course has occupied a strategic place in the history of education in Nigeria. It is important to National development as it seeks to develop vocational knowledge, skills and attitudes needed for employment and advancement in a business career. The acquisition of such competencies should lead to the much desire vocational development right from the junior and senior secondary schools. It would also qualify its recipients for further studies in those areas of competencies that they have chosen. Above it all, the individual would be equipped with the right knowledge, skills and attitudes to engage in a life of work in the office as well as for self-employment. For example, an NCE business graduate, apart from being a business education teacher at the JSS level, could earn a living by being a secretary/typist, stenographer, receptionist, an executive office service is offered at a profit (Salisu, 2023). Most graduates of these Colleges of Education who are supposed to teach at the elementary level of education today seem to be half baked as they can hardly plan and deliver lessons at the elementary level effectively talk more of teaching at the secondary level. Therefore, one wonders what could have been responsible for this fall in the quality of education in federal colleges of education in Northeast, Nigeria to be specific.

Based on current realities, the researcher observed a concerning trend among some Business Education lecturers, who appeared to be performing their duties with a lack of assiduousness and dedication. This was evident in frequent absenteeism, tardiness, and unauthorized absences from duty posts. Moreover, some lecturers were found to be seeking better opportunities outside the country or in private colleges of education, indicating a lack of job satisfaction and commitment to the profession. The state of indiscipline among Business Education lecturers in Nigeria, particularly in Federal Colleges of Education in North East, Nigeria, is alarming and demotivating. In contrast to other African countries such as Ghana, South Africa, Kenya, Uganda, and Tanzania, which have made significant strides in leveraging staff development programmes in harnessing the potentials of prospective Business Education lecturers, Nigeria's educational management appears to be lagging behind. Some concerned observers seem to blame the lecturers of these institutions for not being serious with their duties of teaching and ensuring that students understand and comprehend their lectures as well as instilling discipline and ensuring that students are hardworking.

Consequently, identifying the potentials of prospective staff members can indeed be challenging, and relying solely on a few trainees is a risky approach. The risk is amplified when lecturers in Federal Colleges of Education are chosen for study fellowships and conference attendance based on personal relationships like

friendship or kinship with executives. Consequently, the researcher observed that inadequate and ineffective staff development may be a key factor contributing to the unsatisfactory job performance of Business Education lecturers and the decline in student performance in Business Education Studies. There may be an outcry of insufficient fund allocation on staff development programs from the Federal Government through Tertiary Education Trust Fund in sponsoring Business Education lecturers for in-service training and other programmes. The consequences of this reality is a compromised educational experience for students. Based on the above stated reasons, this study seeks to examine the influence of staff development programs on job performance of Business education lecturers in Federal Colleges of Education in North-East, Nigeria.

### **Purpose of the Study:**

The main purpose of the study is to determine the influence of staff development programs on job performance of business education lecturers in Federal Colleges of Education in North-East, Nigeria. Specifically the study seeks to:

1. Determine the influence of in-service training programs on job performance of Business Education lecturers in Federal Colleges of Education in North-East, Nigeria.

### **Research Question**

1. To what extent do in-service influence job performance of Business Education lecturers in Federal Colleges of Education in North-East, Nigeria?

### **Research Hypothesis**

- H<sub>01</sub>** In-service training programmes has no significant influence on the job performance of Business Education lecturers in Federal Colleges of Education in North-East, Nigeria.

### **Literature Review**

#### **Concept of Staff Development Program**

Staff development programmes are various means through which all categories of staff working in an organization are encouraged to improve their capabilities and be more effective in job performance. According to Iyunade (2017), is the part of any educational system that emphasizes on preparing staff especially lecturers to become better instructors by acquiring the skills, knowledge and competencies required for their vocation. For the purpose of cultivating those who teach or will teach, it is frequently planned, systemically adapted, and administered, mostly but not just in primary and post-primary institutions.

Chemutai and Khalili (2022) described staff development programees as the provision made by education authorities to improve the performance of staff from initial employment to retirement. Therefore, there is a need to develop an in-service training programme for staff within the education system. In the context of this study, staff development programmes are various opportunities provided for staff to increase their knowledge, skills, attitude and competencies to enable them improve their job performances. These opportunities include short

training courses such as in-service training, seminars, workshop and conferences etc. These programmes are purposefully intended to develop staff professionally and to encourage them to achieve job satisfaction (Ollor, 2021).

### **Concept of Job Performance**

Job performance can be described as how an employee's carry out their duties and professional responsibilities effectively in the organization. Ahmad *et al.* (2014) defined job performance as the evaluation of an employee's ability to effectively and efficiently carry out their assigned tasks and responsibilities. Job performance in the context of this study refers to how efficiently lecturers in colleges of education carry out their professional responsibilities, which include lesson planning, classroom delivery, student assessment, and participation in curricular and administrative duties, which include classroom delivery, student assessment, and participation in curricular and administrative duties. According to Uko *et al.* (2015) lecturers' job performance is the degree to which teachers demonstrate dedication to pedagogical delivery and exhibit ethical conduct and academic proficiency within the field of teaching. Consequently, the job performance of Business Education lecturers encompasses the various actions undertaken by teachers to attain specific outcomes in students. It also encompasses the degree to which teachers engage in the overall administration of the school to accomplish the anticipated objectives and goals of the institution (Nnebedum and Akinfolarin, 2017).

### **Methodology**

The design of the study was a descriptive survey research design. One objective, one research question, and corresponding null hypothesis guided the study. The population of the study comprised all 136 Business Education lecturers in Federal colleges in Northeast, Nigeria. Due to the manageable population size, a census sampling technique was used, involving the entire population as respondents. Census sampling technique as described by Creswell (2020) is a quantitative research design where investigators administer a survey to the entire population to describe its attitudes, opinions, behaviors, or characteristics. The authors emphasizes that census sampling is a valid approach when the goal is to understand the characteristics of an entire population, rather than generalizing from a sample (which is in support of the selected design). Census is considered suitable for this study because the population size of the respondents is manageable.

The choice of Census sampling is most appropriate for this study because the sample size meets the three basic assumptions of adopting census sampling technique. Data were collected using an adapted questionnaire containing 10 items on in-service training. The instrument was validated by three experts and attained a Cronbach's Alpha reliability coefficient exceeding 0.70 which indicated that the instrument is reliable Hair, *et al.*, (2019). Descriptive statistics (mean and standard deviation) were used to answer research question. Real limit of numbers was used for decision in determining the extent to which an in-service training has influence on Job performance of Business Education Lecturers. In using the mean and standard deviation to answer research questions, mean response score of 4.50-5.00 was considered 'Very High Extent (VHE)', 3.50-4.49 was considered 'High Extent (HE)', 2.50-3.49 was considered Moderate Extent (ME), 1.50-2.49 was considered as

'Low Extent (LE), while 0.50-1.49 was considered as 'Very Low Extent (VLE). Simple linear regression analysis tested the null hypothesis at a 0.05 level of significance. The choice of simple linear regression analysis is to determine the degree to which in-service training variable is influencing job performance variable. The decision rule for the acceptance and rejection of hypothesis was based on the alpha value of 0.05, where the P-value was equal to or greater than the alpha value of 0.05 ( $P > 0.05$ ) the hypothesis was not rejected but rejected where the P-value is less than the set value of 0.05 ( $P < 0.05$ ).

## Results

**Research Question 1:** To what extent do the in-service training programs influence job performance of business education lecturers in Federal Colleges of Education in North-East, Nigeria?

**Table 1: Summary of Mean and Standard Deviation of Responses of Lecturers on the Extent In – Service Training Programme Influence Job Performance of Business Education Lecturers in Federal Colleges of Education in North East, Nigeria**

S/N	Item Statement (n = 136)	$\bar{x}_1$	$\sigma_1$	Remark
1	Advance mastery of the subject matter training sessions focused on improving lecturers interpersonal skills	3.08	1.31	ME
2	Technological skills training (focused on tutorial software, email, and web-based resources) for learning	3.19	1.39	ME
3	Pedagogical skills equip lecturers with effective demonstration teaching strategies	2.74	1.43	ME
4	Equipping lecturers with differentiated assessment methods tailored through on-the-job training	3.10	1.45	ME
5	Safety training programs on safe use of apparatus in Business Education laboratory	2.95	1.35	ME
6	Leadership training programmes for lecturers on effective time management skills	3.14	1.40	ME
7	Research skills on virtual web-based environments for online instructions (blended learning)	2.90	1.36	ME
8	Technical training sessions on use of computers for managing files	3.04	1.40	ME
9	Training that equips lecturers with better techniques for managing student behavior	3.06	1.47	ME
10	Training that helps lecturers in creating a conducive learning environment for promoting positive classroom interactions	3.19	1.44	ME
	<b>Grand Mean</b>	<b>3.04</b>	<b>1.40</b>	<b>ME</b>

Source: Field survey, (2026)

The results in Table 1 show that the mean scores for in-service training items ranged from 2.74 to 3.19, with standard deviations between 1.31 and 1.47. This suggests that lecturers moderately agreed that in-service training programs enhance their job performance, particularly in areas such as technological skills ( $\bar{x} = 3.19$ ,  $\sigma = 1.39$ ) and creating conducive learning environments ( $\bar{x} = 3.19$ ,  $\sigma = 1.44$ ). The lowest rating was for

pedagogical skills ( $\bar{x} = 2.74$ ,  $\sigma = 1.43$ ), indicating weaker perceived influence. The grand mean of 3.04 ( $\sigma = 1.40$ ) reflects a moderate extent to which in-service training improves lecturers' job performance.

**H<sub>01</sub>:** In-service training programmes has no statistical significant influence on the job performance of Business Education lecturers in Federal Colleges of Education in North-East, Nigeria.

**Table 2a: ANOVA from Regression Analysis of Influence of In – Service Training Programme on Job Performance of Business Education Lecturers**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.387	1	1.387	7.352	.008 <sup>b</sup>
	Residual	25.274	134	.189		
	Total	26.661	135			

Table 2a shows that in-service training programmes had a significant effect on lecturers' job performance ( $F = 7.352$ ,  $p = .008$ ). Since the p-value is below 0.05, in-service training significantly influences job performance.

**Table 2b: Model Summary of Influence of In – Service Training Programme on Job Performance of Business Education Lecturers**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.228 <sup>a</sup>	.052	.045	.43430

From Table 2b, in-service training accounted for 5.2% ( $R^2 = .052$ ) of the variance in job performance, with an adjusted  $R^2$  of .045. This indicates a small but meaningful contribution.

**Table 2c: Coefficients of Beta**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.219	.287		7.720	.000
	In-Service Training	.254	.094	.228	2.711	.008

As shown in Table 2c, in-service training positively predicted job performance ( $\beta = .228$ ,  $t = 2.711$ ,  $p = .008$ ). This means that improvements in in-service training are associated with higher job performance among lecturers. Based on Tables 5a, 5b, and 5c, the null hypothesis ( $H_{01}$ ) is rejected, indicating that in-service training programmes have a significant influence on the job performance of business education lecturers.

### Discussions of Findings

The first major finding from the present study indicates that lecturers moderately agreed on the positive influence of in-service training programmes on their job performance, as evidenced by mean scores ranging from 2.74 to 3.19, with a grand mean of 3.04. The regression analysis further confirmed the significance of this relationship ( $F = 7.352$ ,  $p = .008$ ;  $\beta = .228$ ,  $t = 2.711$ ), showing that in-service training accounted for 5.2% of the variance in job performance. Consequently, the null hypothesis was rejected. This finding aligns with Ibrahim (2021), who emphasized that training programs are critical in improving the job performance of teachers in Nigeria. Similarly, Mduma and Mkulu (2021) in Tanzania and Hussaini (2019) in Kogi State

observed that staff development initiatives such as seminars and workshops contribute positively to teaching effectiveness while reducing stress and professional burnout. Abazie (2020) also highlighted that teacher participation in in-service training, workshops, and conferences correlates significantly with improved job performance, further reinforcing the present study's findings.

However, the current finding diverges from the conclusions of Ahmed et al. (2021) in Pakistan and Alfaidi and Elhassan (2020) in Saudi Arabia, who reported that in-service training often had limited scope and minimal impact on professional skill development. These discrepancies may be attributed to contextual differences in the design, implementation, and relevance of training programs. In Nigeria and Tanzania, training initiatives may be more closely aligned with teachers' specific professional needs and local educational priorities, thereby producing measurable improvements in performance. Conversely, in contexts like Pakistan and Saudi Arabia, the training programs examined may have suffered from inadequate customization, lack of practical application, or insufficient follow-up mechanisms, limiting their effectiveness. Additionally, cultural and systemic factors, such as differing institutional support, teacher motivation, and resource availability, could explain why the impact of in-service training varied across studies.

## Conclusion

Based on the findings of the study, it is concluded that structured and ongoing professional development is essential for enhancing lecturers' effectiveness and growth within academic institutions. Emphasizing in-service training as key staff development strategy that fosters a more capable and responsive academic workforce. Therefore, cultivating a culture of continuous learning and targeted development initiatives is fundamental for sustaining high job performance and institutional excellence.

## Recommendations

Based on the finding of the study the following recommendation was made:

Based on the finding of this study, it is evident that professional development interventions especially through in-service training plays a significant role in enhancing the job performance of business education lecturers. Therefore,

1. Federal Colleges of Education in Nigeria should regularly organize and expand in-service training programs to continually update lecturers' skills and improve their effectiveness.

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