

**INFLUENCE OF IN-SERVICE TRAINING ON THE JOB PERFORMANCE OF
LECTURERS IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE,
NIGERIA**

BY

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NIGERIA**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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(EDUCATION) DEGREE IN BUSINESS EDUCATION**

**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

APRIL, 2018

DECLARATION

I hereby declare that, this dissertation, titled Influence of In-service Training on the Job Performance of Lecturers in Colleges of Education in North-west Zone, Nigeria, has been carried out by me in the Department of vocational and technical education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Abdullahi Tijjani AHMED

Date

CERTIFICATION

This dissertation titled INFLUENCE OF IN-SERVICE TRAINING ON THE JOB PERFORMANCE OF LECTURERS IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA, by Abdullahi Tijjani AHMED, meets the regulations governing the award of Master of science (Education) degree in Business Education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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Dedication

This research is dedicated to the loving memory of my late father Alhaji Ahmad Tijjani Yakasai, my beloved mother Haj. Rukayya Abdurahman, my beloved wife Sadiya Auwal Sulaiman and children Ahmad (Shuraim), Muhammad Al-Ameen, Maryam (Huda) and Saudat (Hibba).

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List of Abbreviations

ICT:	Information and Communication Technology
NCCE:	National Commission for Colleges of Education
NECO:	National Examination Council
NPE:	National Policy on Education
TVE:	Technical and Vocational Education
UNESCO:	United Nation Educational, Scientific, and Cultural Organisation
WAEC:	West African Examination Council
TCM:	Teacher Centred Method
LCM:	Learner Centred Method

OPERATIONAL DEFINITION OF TERMS

Conferences: refers to the meeting for lecture and discussion. It is a meeting, sometimes lasting for several days, in which lecturers with common interest participate in discussions or listen to lectures to obtain information that develop their knowledge, skills, and experiences.

In-service Training: training that a worker undergoes during his working career. It is a training that helps in updating the lecturers' knowledge, skills and attitudes in the task of assisting students to learn better, more and quicker.

Intensive Training: this refers to an overall or general training that a worker undergoes in his particular profession or work that can improve his performance on the job.

Job Performance: job performance can be defined as an index of lecturers' effectiveness, which refers to the influence between the characteristics of teaching and its effect on educational outcome in classroom teaching.

Seminar: refers to a meeting on special subject. It is a single or multi-session or short, often one day meeting devoted on presentation and discussion on special topic that lecturers undergo usually at an advanced or professional level.

Workshop: refers to meeting of lecturers working on a creative project, discussing a topic, or studying a subject, so as to advance their knowledge in teaching profession.

ABSTRACT

The study investigated the influence of in-service training on the job performance of lecturers in colleges of education in North-west Zone, Nigeria. Four research questions were answered and four null hypotheses were tested at 0.05 level of significance in order to determine the influence of conferences, workshops, seminar, and intensive training on the job performance of lecturers in college of education in north-west zone, Nigeria. The study used survey research design. The population for the study was ninety lecturers (90) from the departments of business education at the colleges of education in north-west zone, Nigeria. The whole population was used as the sample size and therefore, no sampling was made for the study. The instrument used for data collection was questionnaire. The data collected was analyzed using mean and standard deviation to answer the research questions. The null hypotheses were tested using regression analysis at 0.05 levels of significance. The study findings revealed that lecturers' conferences, workshops, seminar and intensive training significantly influenced job performance of lecturers. Based on the study findings, it was concluded that in-service training improves lecturers' job performance in colleges of education in north-west zone Nigeria. The study recommended that in-service training should be encouraged for staff in colleges of education to improve their job performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In Nigeria, the training of teachers has been the primary responsibility of colleges of education, National teachers institute and universities. These academic institutions prepare teachers at the certificate and degree levels. Upon the completion of the training programmes, successful graduates seek employment in departments and ministries of education. Other employers of labour often consider these graduates of educational discipline for employment in teaching jobs. It is sometimes common to see some educational institutions engaging the services of some graduates who are not professionally trained (Ewue 2002 and Okoro, 2001).

According to the National Policy on Education (Federal Republic of Nigeria (FRN), 1981) all teachers in educational institutions shall be professionally trained, stressing that teacher education programmes are structured to equip teachers for effective performance of their duties. There are some disciplines in education that involve the use of machines and equipment, teachers of these disciplines must acquire the necessary skills and knowledge in the operations of these machines and equipment through in-service training, workshops and conferences.

The pre-service training of those disciplines especially business education lecturers at various levels does not adequately provided for adaptation in real field of work (Okoro, 2001). This is due to so many factors such as inadequate and outdated teaching facilities and ill-equipped manpower in the course of training which presuppose that in-service training is needed. Ayeduso (2000), Aliyu (2001), Chukwumezie (2001) noted that, teacher training institutions lack modern facilities for effective teaching of some courses, consequently many of today's teachers have not been trained with modern machines and

equipment. The pre-service training of teacher's education does not adequately prepare them for ICT-based jobs due to the lack of infrastructural facilities. Chigbuson (2009), observed that most institutions established to train teachers lack necessary equipment and facilities e.g. electric typewriters, computers and fax,. Sokyey (2009) stated that there is also the absence of relevant functional instructional media at the post-secondary school level; the issue is so serious especially at business education departments being the focus of this study relating to typing pools, manual and electric/electronic typewriters where students can undergo teaching and learning process in typewriting as approved by accrediting authorities.

Educational training or re-training contribute to a more purposeful, better planned, and well implemented curriculum without which the whole educational system will collapse. No adequate education can take place without competent staff that will handle the educational system being offered in a particular generation and this competent staff can only be produced when those in the system are updating their knowledge through training such as in-service training, conferences and workshops.

Colleges of education lecturers are to utilize these trainings in order to update and improve their experience. Thus, it could be said that the trainings of lecturers of colleges of education is a component of lecturer's effectiveness at all levels and forms of education. In-service training, conferences and workshops involve the upgrading of staff to acquire relevant knowledge and skills necessary to perform better on his/her job or career. It is also the training acquired after the student had commenced teaching as an employee. The main objective of these type of trainings is a continuous provision of information that would keep lecturers abreast of new developments in teaching and learning. According to NPE (Federal Republic of Nigeria 2004), such training were developed as an integral part of continuing teacher education which take care of all inadequacies of teachers and increase their effectiveness.

Lecturer's job performance is an index of lecturers' effectiveness, which express the characteristics of teaching and its effect on educational outcome whether a person performs a job well. Abdullahi (2011) corroborate that job performance indicates the effectiveness or ineffectiveness of teachers as regard to discharging their responsibilities in the teaching and learning situation.

Teachers are key facilitators of knowledge and play a vital role in nation building. In order to make teachers comfortable and satisfied with their jobs, factors such as teaching resources, working conditions, salary, professional recognition, promotion, working environment, leadership, supervision and interpersonal influence needs to be put in place to faster job satisfaction amongst teachers. It is on the basis of these variables that the background of this study was built.

1.2 Statement of the Problem

Training is at the heart of employee utilization, productivity, commitment, motivation, and research attitude. Many employees have failed in organizations because their need for training was not identified and provided for as an indispensable part of management function. Training is an organization effort aimed at helping an employee to acquire basic skills required for the efficient execution of the functions for which he was employed to do. The National Commission for Colleges of Education (NCCE), included as a standard requirement for promotion of academic staff in colleges of education include attainment of master's degree and publications. Lack of job performance of lecturers in Colleges of Education has been observed as a major setback of teaching and learning in Nigerian colleges of education. Poor motivation in terms of regular payment of salaries, allowances for conferences are observed to militate against the performance of lecturers in colleges of education. Lack of follow up program and the types of in-services education

program need for lecturers of colleges of education as well as enough funds for training programmes affects lecturers' motivation negatively. The researcher also observed that not all lecturers in colleges of education undergo such trainings like attendance of conferences and seminars. This raises the concern for the need for training of lecturers in colleges of education as a result of increase in new technology.

It was observed that if lecturers at various tertiary institutions can pursue in-service training through attending conferences, workshops, and seminars, it can help to enhance their performance.

Based on the aforementioned, this study focuses on examine the influence of in-service training on the job performance of lecturers in colleges of education in North-West Zone, Nigeria.

1.3 Objectives of the study

The general objective of this study is to determine the influence of in-service training on the job performance of lecturers in Colleges of Education North-West Zone, Nigeria. The specific objectives are to:

1. determines the influence of conferences training on the lecturers' job performance in colleges of Education in North-West Zone, Nigeria;
2. determine the influence of workshops training on the lecturers 'job performance in Colleges of Education in North-West Zone, Nigeria;
3. ascertain the extent to which seminar training influences the lecturers' job performance in Colleges of Education in North-West Zone, Nigeria;
4. assess the extent to which intensive training influences the lecturers' job performance in Colleges of Education in North-West Zone, Nigeria.

1.4 Research Questions

For the purpose of this study, the following research questions were raised.

1. What is the influence of conferences training on the lecturer's job performance in Colleges of Education in North-West Zone, Nigeria?
2. To what extent does the workshops' training influence the lecturers' job performance in Colleges of Education in North-West Zone, Nigeria?
3. What is the influence of seminar training on the lecturers' job performance in Colleges of Education in North-West Zone, Nigeria?
4. To what extent does the intensive training influence the lecturers' job performance in colleges of education in north-west zone, Nigeria?

1.5 Research Hypotheses

In line with the specific objectives and research questions, the following null hypotheses were tested;

- 1: conferences training have no significant influence on the lecturers' job performance in colleges of education in North-West Zone, Nigeria.
- 2: workshop training has no significant influence on the lecturers' job performance in colleges of education in North-West Zone, Nigeria.
- 3: seminar training has no significant influence on the lecturers' job performance in colleges of education in North-West Zone, Nigeria
- 4: Intensive training has no significant influence on lecturers' job performance colleges of education in North-West Zone, Nigeria.

1.6 Significance of the Study

The findings of this study after publication in journals and the other media will be of significance to National Commission for Colleges of Education, Management of

Colleges of Education, academic staff of Colleges of Education, government, policy makers and planners, students and researchers as follows:

The National Commission for Colleges of Education will benefit from the study by knowing the number of lecturers that attended in-service training in colleges of education and will help in providing adequate fund to the colleges of education for training of lecturers for their effective performance. More importantly, the NCCE is going to benefit from the study as the in-service training will help in ensuring effective curriculum implementation in colleges of education.

The management of colleges of education will benefit from the study by producing more qualitative students after providing effective training to the lecturers. It will also benefit the management as training raised highly qualitative lecturers who are up to standard in teaching in colleges of education. In the same vein, it will enable the colleges of education to assess the impact of in-service training on the performance of the academic staff in their institutions.

The study will also benefit the academic staff of colleges of education by increasing their research skills, adopting different teaching methods in classrooms, application of ICT skills, as well as improving their technical know-how for effective classroom management. In the same vein, the in-service training will help the academic staff to make good use of their potentialities while discharging their duties.

The study will also add inputs to government efforts in ensuring sound, effective and efficient lecturers that will improve the falling standard of education in the society as well as contribute to high academic performance of students in Nigerian colleges of education. Moreover, in-service training make it possible for the

Furthermore, the study will assist policy makers and educational planners to fashion out new teaching and learning environment and an educational system that will

enable the country to go hand-in-hand with the current challenge of globalization with its emphasis on professionalism and increase productivity

The study will be beneficial to students by making them realised the benefit of in-service training. Also, the study will benefit the students as the in-service training will provides lecturers with new techniques, skills, and knowledge thereby reflecting on the students' performance.

Finally, the study will be beneficial to researchers as it will contribute to the existing literature in order to add to the body of knowledge in this field, and it will provide inputs into their studies and hence increase their knowledge.

1.7 Basic Assumptions for the Study

The researcher has the following assumptions:-

1. Conference training helps all lecturers to improve in their job performance on method of teaching and classroom management in Colleges of Education in North-West Geo-Political Zone, Nigeria.
2. Workshop training helps all lecturers to be dedicated to their duties in Colleges of Education in North-West Geo-Political Zone, Nigeria.
3. Seminar training helps in improving lecturers' performance in Colleges of Education in North-West Geo-Political Zone, Nigeria.
4. Intensive training helps in the improvement of the lecturers` job performance and enable them to work effectively in colleges of education in North-West Geo-Political Zone, Nigeria.

1.8 Delimitation for the Study

The study is delimited to the influence of in-service training on the job performance of lecturers in colleges of education in north-west geo-political zone,

Nigeria. The in-service training covers all the workshops, conferences, seminars, symposium, ICT training, paper presentation and other forms of training that can help the lecturers to improve on their performance. The study is also delimited to only nine colleges of education in North-West Geo-Political Zone, Nigeria, that are offering Business Education Programme. Within these colleges, the study is equally delimited to all academic staff that have attended in-service training from 2014/2015 to 2016/2017 academic sessions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contains theories and the review of related literature under the following sub-headings.

- 2.1 Theoretical Framework
- 2.2 Concept of In-service Training
- 2.3 Needs of In-service Training
- 2.4 Types of In-Service Training
- 2.5 Importance of In-Service Training
- 2.6 Problems of In-Service Training
- 2.7 Concept of Job Performance
- 2.8 Teaching Methodology as Index of Job Performance
- 2.9 Motivation as an Index of Job Performance
- 2.10 Lecturers Productivity as Index of Job Performance
- 2.11 Features of Job Performance
- 2.12 Multidimensionality of Job Performance
- 2.13 Determinant of Job Performance
- 2.14 Review of Empirical Studies
- 2.15 Summary of Reviewed Literature

2.1 Theoretical Framework

This research work was premised on expectancy theory developed by Latham and Locke (1979). This was borne out of the fact that this research work assessed the lecturers' performance through learning process. The theory emphasized that people learn more effectively if they are motivated to learn. Reynolds Caley, and Mason, (2002)

posit that "the disposition and commitment of the learner to learn, is one of the most critical factors affecting training and performance effectiveness. Under the right conditions, a strong disposition to learn, enhanced by solid experiences and a positive attitude can lead to exceptional performance of the learner in the world of work." Expectancy theory states that goal-directed behaviour is driven by the expectation of achieving something which individual regards as desirable. If individuals feel that the outcome of learning is likely to benefit them "they will be more inclined to pursue it. When they find that their expectations have been fulfilled, their belief that learning is worthwhile will be reinforced.

The proponent of expectancy theory underpin the research work of social cognitive theory developed by Bandura (1986 and 1996) that is based on the central concept of self-efficacy. The theory suggests that what people believe they can or cannot do influence their performance. Consequently, developing and strengthening positive self-belief in employees is therefore an important performance management objective any organisation should embark. This concept and theoretical perspective derived the idea guiding the study.

2.2 Concept of In-Service Training:

In-service training and retraining has been defined by various scholars, in this work the researcher uses the term in-service and retraining interchangeably. The NPE (1981) refers to in-service training as an avenue of updating the teacher's knowledge, skills, and attitudes in the task of assisting children to learn better, more and quicker. The teacher needs to keep updating his knowledge all the times to keep himself abreast of the latest trends in his area(s) of specialization; Afe (1995) opined that, if teachers acquire all the possible qualification without avenue for updating their skills and knowledge, their ultimate performances could be minimal.

For the good teacher, in-service training is every facts of his knowledge, skills, personality and interests are of potential professional value. Hence every experience he under goes during his career, however, irrelevant it may appear, may be describe as in service training. In-service training may therefore in the most general series be taken to include everything that happens to a teacher from the day he/she takes up his first appointment to the day he retires which contributed, directly or indirectly to the way which he executes his professional duties. Thus, in the United Kingdom, the department of education and science (2000) has defined in-service training as: Any activity which a teacher undertakes after he has begun professional work.

However, narrower definitions are often adopted. For example, the United State Department of Health Education and welfare (2002) has described in-service training as a programme of systematized activities promoted or directed by the school system, that contribute to the professional or occupation growth and competence of staff members during the time of their service to the school system.

Some recent educational literature shows a preference for the phase “in-service education of teachers’. A good deal of the education versus training controversy seems to reflect concern about the status of the teaching profession. However, distribution between education and training is not always dears, this phase in-service education and in-service training is often interchangeably used.

In a very broad service the term in-service education or in-service training has been defined as structural activities designed exclusively or primarily, to improve professional performance. (Henderson 2000). This definition embraces a very wide range of activities. It may involves attending a conference or listening to a lecture involving over 100 participants. It may involve full or part time attendance at a specific

course of instruction over a few hours, weeks, month, or even years in company of a few dozen colleagues.

It may also involve a joint problem solving exercise, perhaps in the circular or administrative field with a small group of teachers from the same school or locality. It may involve discussion on a one to one basis with a person whose role is encouraging the development of teacher professional skills. It may involve a personal scheme or systematic reading or research. It may indeed, involve any combination of these. It may be undertaken with a view to security improvement on job or particular types of appointment or promotion. In recent years a number of writers have sought to provide a clearer definition of the term in-service training.

Hass (2001) for example defined in-service education as all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job “considering this definition to be too broad, vague and inexplicit, Harris, Bessert and Mc in Tyre (2001) have defined the term in a much narrower service as “planned activities for the instructional improvement of staff members”.

Here, in-service education is considered to be planned activities involving only the instructional staff and not all activities engaged in by all staff members for professional improvement as Hass has proposed. It is this definition or slight modification of it that is now generally referred to as the traditional definition of in-service education. During the best exponent of this traditional view are Johnson (2000) and Edenfet (2002) who have said. In its traditional and most widely, practical form, in-service training is conceived as personal professional development formalized into courses at the graduate level that leads to advanced degree and credential, job promotion and added competence for the individual. It may equally well be casual study pursued irregularly

during vacations and in no service leading to measurable recognition for purposes of salary or promotion this concept assumes that the teacher is an individual entrepreneur moving independently along in his or her career.

Other examples of this traditional view include those of Best and Morris (2000) and the UNESCO (2000) one major weakness of this traditional view of in-service education is the fact that it does not reflect the modern trends in education particularly the growing emphasis on the use of para-professionals and the need for the school staffs to work together as a team since the ultimate goal of in-service education is continuous improvement of students individual performances.

According to Okoro (2001) in-service education is defined as the application of appropriate means to promote the professional growth and development of workers while on the job. This definition portrays the activities of professional bodies towards the professional growth and development of business education lecturers through organizing seminars, symposium, workshops, discussion, brainstorming etc. It includes planned and organized efforts to improve the knowledge, skills, and attitudes of instructional staff members to make them more effective on the job. On the same vein, Oyesode (2001) opined that by training one means a situation that arises when one is prepared or prepared through a process of instruction to enable the person being trained to perform better in his present job.

Moreover, some scholars view in-service training as part of continuing education given to workers to remedy the weaknesses of the pre-service training. According to Rao (2004) In-service education may be defined as continuing education of teachers and other educators which commences after initial professional education is over, and which leads to the improvement of professional competence of educators all throughout their careers. Chinyere (2009) sees the different programmes of providing in-service training

by looking at in-service training as consisting series of training programmes both within and outside Nigeria, that workers are said to acquire more knowledge about a particular situation or the introduction of a new method of doing something at the place of work. This is in line with Zak and Akiode (2010) who refer to in-service training as the courses and other formal and informal opportunities experienced teachers go through in order to keep themselves informed and on top of the newest information, trends and practices implemented in their field. It includes planned and organized efforts to improve the knowledge, skills, and attitudes of instructional staff members to make more effective on the job.

In other words, it may be regarded as including all activities an experiences participated by the educational personnel in education during their services. This agrees with Shehu (2010) who defined in-service training as the process of imparting more knowledge and skills with aim of updating ones knowledge and competencies and making him contribute more in his job. These activities are planned and organized by various agencies to help the educators to improve as persons and to mature as professionals. From all the definitions of in-service so far reviewed, the researcher view in- service training as a training received off the work place in order to overcome the deficiencies and inefficiencies of a worker. These deficiencies may be as a result of the gap that exists between the employer's expectation from the pre-service training and the current performance of the employees.

2.3 Needs for In-service Training:

The training needs of lecturers can be two-fold that is, the pedagogical training, and the subject matter competencies. The lecturers need training on the general methodology, evaluation methods, and techniques of using ICT facilities in teaching and learning. Some courses are dynamic and changes with technological advancement and societal needs. For

instance, vocational business education is technology oriented subject. The knowledge and skills in the operation of modern business machines and equipment are of paramount importance of all subject clusters. Technical and vocational clusters are among the most dynamic in forms of tools, technique, and process (Okebukola 2008). As such business education teachers are expected to acquire knowledge and skills of modern business and office automation.

According to Okebukola (2008) there is need to keep re-training of teachers on account of rapid changes in technical vocational education (TVE) in which business education is inclusive, especially with the introduction of new tools, devices and techniques, the realization of the importance of constant re-training of TVE teachers has become stronger. Lecturers in colleges of education are expected to be trained with modern equipment and facilities. These equipment and facilities are lacking in many of our training institutions. Training sometimes is more of theory than practice. Sokyey (2009) observed that the facilities required for teaching in tertiary institutions in Nigeria are inadequate. Akinola (2009) noted that most Nigerian graduate acquire theoretical knowledge which does not match well with the demands of workplace practical. According to Chigbuson (2009) most institutions established to train teachers are in lack of necessary modern equipment and facilities.

The inadequacy of the modern office machines, equipment, and ICT facilities in business education department has render the pre-service training of lecturers less effective thus making the retraining of lecturers more, to fill the gap existing between the pre-service training and practical office work. According to NPE (2013) No matter the efficiency of the pre-service training we give to teachers, there will necessary be areas of inadequacies. In-service education of teachers will continue to fill these gaps.

Effective performances of lecturers depend on how well they are trained in the school. Teaching should be a replica of where the graduates are expected to work after graduation.

According to Ekwue(2001) pre-service training of teachers at various levels does not adequately provides for adaptation in real fields of work. These pre-supposed that those teachers in the field should be retrained to bridge the gap enacted during their pre-service training. On the same vein Okebukola (2008) observed that the need to retrain teachers is of great importance considering the quality of our graduate who in most cases lacks the three knowledge's base i.e. content knowledge, pedagogical knowledge and pedagogical content knowledge.

Supporting the need for in-service training for teachers Olaitan (1988) cited in Okoli (2000) noted that the teachers of our present school system are product of now obsolete colonial method of assessment that they need grooming in so many areas especially in principles and practice of the new assessment method through in-service training. symposia and workshops, also writing on the need for in-service training. Okoro (2001) observed that teachers trained in the old lassies-faire approach and inadequate instructional materials cannot produce the desired effects and outcomes. It is therefore necessary that these teachers should undergo in-service training in order to fit adequately into the new curriculum and be equal to their new and challenging responsibilities. According to Lasebikan (2003) it is obvious that deficiency of the teachers in academic background and professional competence will set a limitation to the teachers' effective performance and the achievement of the children they train.

2.4 Types of In-Service Training:

It is the responsibility of any educational programme to provide opportunities for the continuous improvement of the competence of teachers. Educational management and corporate bodies should assist teachers to grow professionally through in-service training apart from the pre-service and on-the-job training exercises undergone by

teacher. Okoro (2002) have listed many in-service options and alternatives which have not been exploited and fully utilized by the teachers or lecturers in Nigeria. These are:

Holiday Courses:

Short but intensive course could be organized during the long holidays and vacations. The courses may be for about eight to ten weeks duration with the assistance of professional members of related disciplines in higher institutions and or other specialist from related ministries, industries, and firms.

Extramural Courses:

These may be offered at strategic points within each state, where there are facilities. These courses will be directed specifically at improving to competence of teachers for their work. Teachers can earn credits through special program study planned and conducted under the supervision of teacher trainers or project supervisors.

Conferences:

Refer to the meeting for lecture and discussion. It is a meeting, sometimes lasting for several days, in which lecturers with common interest participate in discussions or listen to lectures to obtain information that develop their knowledge, skills, and experiences.

Intensive Training:

This refers to an overall or general training that a worker undergoes on his particular profession or work that can improve his performance on the job.

Seminar:

This refers to a meeting on special subject. It is a single session or short, often one day meeting devoted on presentation and discussion on special topic that lecturers undergo usually at an advanced or professional level.

Workshops:

This can mean almost anything from a series of field trips or scientific expeditions to intensive study of educational problems. Workshops provide for the pooling of information and sharing of experiences. Successful workshop emphasizes informality and participants learn to do by doing which is the essence of training and improved performance.

Industrial Experience:

This can be done at regular intervals - Teachers should be offered the opportunity of visiting some industries that use the current and modern equipment and facilities, in order to learn the latest technological innovation in his/her discipline. This to a great extent will enhance the teaching techniques of lecturers and exposes them with the knowledge of how to practically use those equipment and facilities.

Professional teachers Meetings:

Teachers in the same discipline within the same geographical region could form themselves into professional bodies, each teacher participates with other teacher in a group, which meets regularly over a period of time to study problems relating to their discipline. According to Rao (2004) as a result of various recommendations and many models of in-service education for teachers have been put forward, namely:

1. Orientation courses
2. Summer courses
3. Sandwich courses
4. Refresher courses
5. Correspondence courses
6. Evening courses
7. Intensive courses
8. Workshop

9. Seminar and symposium
10. Educational conference
11. Extension centres
12. Exchange of Experts
13. Short term courses
14. Bureau of Publication
15. Professional writings
16. Indirect training
17. Experimenting
18. Science clubs, etc.

2.5 Importance of Teacher In-service Training Programme

As the saying goes "poor teacher tend to produce their kind." The importance of in-service training of teachers cannot be overemphasized, if we are to produce a strong and self-reliant nation. Education sector is the sector on which all other sectors of the economy depend, and the teacher is the most crucial single element in the education process. His education and training contribute to more purposeful and better planned education, without him the whole education enterprise would collapse (Ade 1995):

Since education is seen as one of the pervasive element that must be integrated into all development in any given society the need for quality teachers as an engine of the educational process cannot be overemphasized. Teachers continuous to upgrading in the acquisition of basic knowledge to advanced knowledge would always be a profitable venture Onyemelukwe (2001) outlined some advantages of teacher in-service training programmes thus:

- (i) Professional growth can be encouraged through the in-service education of teachers.
- (ii) Existing deficiencies in ideas, skills, and methods will be reduced.

- (iii) A comprehensive staff development programme goes beyond keeping teachers up to standard.
- (iv) It creates opportunities for teachers to continuously raise in quality themselves, the school, the curriculum, and the students.

2.6 Problems of In-service Training:

The programme of in-service education for teachers these days, is suffering with so many deficiencies. It is not succeeding effectively. Rao (2004) highlighted the following as the main problems related to in-service training of teachers:

1. Lack of incentives
2. Lack of motivation
3. Lack of interest
4. Inappropriate methods and techniques
5. Inadequate evaluation techniques
7. Inadequate facilities or resource problems
8. Inadequate training of teacher educators
9. Administrative problems
10. Organizational problems
11. Financial problems
12. Lack of specification in objective
13. Lack of follow up programme
14. Lack of influence between the needs of institutions and the type of in-service education programmes.

2.7 Concept of Job Performance:

When conceptualizing performance one has to differentiate between an action (i.e. behavioural) aspect and an outcome aspect of performance. The behavioural aspect refers

to what an individual does in the work situation. It encompasses behaviours such as assembling parts of a car engine, selling personal computers, teaching basic reading skills to elementary school children, or performing heart surgery. Not every behaviour is subsumed under the performance concept, but only behaviour which is relevant for the organizational goals: "Performance is what the organization hires one to do, and do well." Thus, performance is not defined by the action itself but by judgmental and evaluative processes. Moreover, only actions which can be measured are considered to constitute performance (Campbell et al., 2003). The outcome aspect refers to the consequence or result of the individual's behaviour. The above described behaviours may result in outcomes such as numbers of engines assembled, pupils' reading proficiency, sales figures, or number of successful heart operations. In many situations, the behavioural and outcome aspects are related empirically, but the outcome aspects of performance depend also on factors other than the individual's behaviour. For example, imagine a teacher who delivers a perfect reading lesson (behavioural aspect of performance), but one or two of his pupils nevertheless do not improve their reading skills because of their intellectual deficits (outcome aspect of performance). Or imagine a sales employee in the telecommunication business who shows only mediocre performance in the direct interaction with potential clients (behavioural aspect of performance), but nevertheless achieves high sales figure for mobile phones (outcome aspect of performance) because of a general high demand for mobile phone equipment. In practice, it might be difficult to describe the action aspect of performance without any reference to the outcome aspect. Because not any action but only actions relevant for organizational goals constitute performance, one needs criteria for evaluating the degree to which an individual's performance meets the organizational goals. It is difficult to imagine how to conceptualize such criteria without simultaneously considering the outcome aspect of

performance at the same time. Thus, the emphasis on performance being an action does not really solve all the problems. Moreover, despite the general agreement that the behavioural and the outcome aspect of these two aspects should be labelled 'performance'.

Borman and Motowidlo (2003) divided performance into task and contextual performance. Task performance was defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core (Borman and Motowidlo, 2007). Contextual performance was defined as performance that is not formally required as part of the job but that helps shape the social and psychological context of the organization (Borman and Motowidlo, 2003). Contextual performance has been further suggested to have two facets: interpersonal facilitation and job dedication. Interpersonal facilitation includes "cooperative, considerate, and helpful acts that assist co-workers' performance". On the other hand, job dedication includes "self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organizational objectives." Contextual performance and related elements of performance, such as organizational citizenship behaviour, organizational behaviour and extra-role performance contribute to organizational effectiveness. There are many indices of job performance that are used to measure the performance in colleges of education. These include teaching methodology, productivity of lecturers and motivations.

2.8 Teaching Methodology as an Index of Job Performance

Teaching methodology is one of the indices or parameters that measure a job performance of lecturers in colleges of education. Effective teaching and learning depends on the teaching methods and techniques employed by the teacher. Teachers require an effective and motivated teaching method which makes students want to learn more and be interested in learning. It has been the feeling of many education commissions that teacher centred method of instruction must give way to child centred

methods of teaching to improve performance. According to Storal, (2000) lecture method is less effective than other method in its impact on learning. The lecture technique is an old fashioned and infective than other methods of teaching. According to Nasio and Ali, (2003) the teacher tries to give to the leaner by word of mouth knowledge he possess while the leaner tries to point down whatever he consider important. The teachers explain the facts, defining and describing. It has the advantage of enabling the teachers to cover a lot of material in the shortest time. Calleah and Clark, (2003) observes that lecture method seldom gives a students a chance to interact or explain. To this effect they note that instead of leading to depth study, lecturers too often result in students superficially receiving and accepting knowledge. Bloom, (2004) had a similar study and found that discussion stimulate more active thinking than lecture method and hence facilitates effective teaching and learning. Gago, (2004) observed that discussion technique is more effective teaching method than lecture in developing concepts and problem solving. The discovery approach helps pupils to organize what they encounter in a learning situation. The discovery method of teaching and learning helps in making pupils remember what they have learnt for long. In other words the discovery method helps better retention. Teaching method is a way of doing the teaching business the procedure, orderliness, in planning and execution of teach proper with the appropriate integration of instruction material level and beyond the class room level. Teaching method is a recurrent pattern of teacher behaviour, applicable to various subject matter characteristics of more than one teacher and relevant to learning.

On the other hand teaching and technique and teaching strategy are two terms used interchangeably the former refer to entire body of procedure and method used in activities, the goal of instruction at the school and out the school to bring about change in behaviour in the desired direction. While the latter is the science and art of using

teaching as a tool in activities, the purpose of the teaching learning process in and outside class room setting good teaching method and strategies plus effective use and integration of instructional material teacher impart adequate knowledge that bring about desired changes in behaviour in the learners(s) in the teaching learning situation Review of literature on teaching method reveal two major broad categories of method namely traditional method (the teacher centre method) and the modern (learner centred method).

a. Teacher Centred Methods (T C M)

Lecturers in colleges can improve their job performance through effective classroom teaching. TCM can be acquired through in-service training and can enhance their classroom teaching and management thereby improving their job performance. In this model of classroom teaching, the teacher is the focus the teacher is at the centre of all the class activates he does the talking writes on the board performs the experiment. The learner is passive listener member of the teaching process. Even the subject matter teaching methods as well as the instructional materials are design in favour of the leaner. This condition is known as teacher centred approach. It is not taking good method of imparting knowledge for the following reason:-

- (i) It does not encourage necessary interaction in the teaching situation.
- (ii) It does not allow the learner to participate actively in class room activities.
- (iii) It does not promote or encourage development desirable skills and attitude in the learner.
- (iv) It does not encourage the learners to use their initiatives and develop self-confidence.
- (v) It encourages rote learning.

Based on these reasons, the teacher centred method (TCM) is becoming very unpopular, rather, emphasis has been shifted to the learner centred method (LCM) of teaching which is becoming more and more popular.

b. The Learner Centred Method (LCM)

In the learner centred method, the learner is the point of focus in the teaching-learning process. The learners occupy a prominent position in the teaching-learning situation and therefore, the fulcrum upon which everything revolves. The learner is at the centre of all activities, therefore it:

- i. Encourage active participation of learners in the teaching the learning situation
- ii. Encourages active participation and interaction among learners the teacher and other components of the teaching process.
- iii. Encourage and promotes the development of skill.
- iv. Encourage the learners develop and use their own initiatives.
- v. Discourage rote learning and passivity in the classroom, on the part of the learner.

In light of the above analysis of the teaching methods/techniques, NCCE (2012) recommends teaching methods that are learners oriented which includes:

- i. Discussion method
 - ii. Project method
 - iii. Activity method
 - iv. Demonstration method
 - v. Guide discovery method
 - vi. In query method
 - vii. Lecture method and other appropriate methods suitable for the programme.
- i. The Discussion Method: Discussion is a take between two or more people about a subject usually it is to exchange ideas or reach a conclusion. It could be verbal

exchange of ideas, written or spoken or orderly treatment of a problem or any subject matter. The discussion method involves the learners in exchange of fact, ideas, concept, opinions about a topic of concern and interest to the learners. The teacher directs, re-directs the information and the trend of thought of the learners, they think individually and actively to make inputs and contributions. This helps them to build up their self-concept as they express themselves freely with the guidance of the teacher. McCarthy (1992) stated strength of class discussion as pools ideas and experiences from group and allow everyone to participate in an active process.

- ii. The Project Method: The method is systematic planned undertaking of a set of tasks by the learners in which a given period of time is allocated and learners are taught with special reference to the topic or project or sites. The learners are encouraged to be independent and to supplement formal classroom teaching if the teachers. It provides students with real life problems which they should be able to solve using their thinking faculties and working together in cooperation as a group. It helps in the acquisition of new knowledge, attitude, and new process skills for problem-solving.
- iii. The Activity Method: This is the state or capacity of being active, readiness to do activities by the learners in the classroom. Activities give reality to learning and effective teaching. The teacher mobilizes all resources available to do so. It facilitates retention of knowledge and helps in the application of what is learned to real life situations. This activities method is founded on the premises that the learners must be part and parcel of the teaching-learning environment and process. A classroom activity involves a physical and mental action by the learner. The activities stimulate learning and facilitate creative expression of ideas by the learners.
- iv Demonstration Method: This method is used in practical experiments display of outward illustration, feeling etc. to prove or show clearly a point, fact, concept etc. it is method of

teaching where the learner sights and also hears. It is very effective because most people can easily remember what they see and hear them only what they hear.

- v. Guided Discovery Method: This method involves helping the learner to discover certain fact or answers to given problem. Often times, learner depends on their teachers to provide all the answers they need. This strategy helps to develop.

In learners thinking and decision-making abilities, in guided discovery, the answer to the problem is already known to the teacher but he/she wants to the learner to discover it. The teacher guides the learner's progress by means of commands. The method ensures that, the learning material's fact, concept, problems are presented to the learner step by step systematically in gradual process.

- vi. The Inquiry Method: Inquiry method involves the learners seeking information ideas, facts, and concept by asking questions. This strategy enables the learners to combine the search for knowledge in a systematic and logical way. It promotes independent thinking and self-reliance while the teacher act as a guide as he directs and re-directs without providing the answer but leads the learners to find out the answer. The teacher can bring up a problem or issue, raise question but the issues problem; propose or bringing up possible answer which may be true or false, right or wrong. The students could seek information on the problems of issues from knowledgeable individuals, library, journals, newspapers etc. they arrange the information according to the questions raised and add one or two words, then confirm or disagree with the stand of the teacher or learner. They draw conclusion and bring out new knowledge or ideas.

- vii. Lecture Method: The origin of the lecture method is traced to the middle ages when it was popular mode of teaching used by Jewish teachers. The words of the teacher was so highly priced at the time that the Jewish learners learnt, everything the teacher said by hear to repeat them almost verbatim.

The lecture method is about the oldest method of instruction in Nigerian Schools. The lecturer presents the content or subject matter to the students talking with some physical activities like reference to text books or journal while the students are passive listeners who may be busy taking down notes. In this method the student does not achieve maximum learning because knowledge is doled out of them. They are not interacting effectively with the teacher.

2.9 Motivation as Index of Job Performance:

Motivation is used to improve the performance of lecturers in colleges of education. According to Greenberg and Baron (2000) the definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual(s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work, and being successful in what they do. The second part referring to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals. Motivation as “the psychological process that gives behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need, and the will to achieve, respectively. Young (2000) suggest that motivation can be defined in a variety of ways, depending on who you ask. Ask someone on the street, you may get a response like “it’s what drives us” or “it’s what makes us do the things we do.” Therefore motivation is the force within an individual that account for the level, direction, and persistence of effort expended at work.” Halepota (2005) defines motivation as “a person’s active participation and commitment to achieve the prescribed results.” Halepota further presents that the concept of motivation is abstract because different

strategies produce different results at different times and there is no single strategy that can produce guaranteed favourable results all the times.”

According to Antomioni (2009), “the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied. On the other hand, individuals become de-motivated if they feel something in the organization prevents them from attaining good outcomes.

It can be observed from the above definitions that, motivation in general, is more or less basically concern with factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions. Furthermore, the definitions suggest that there need to be an” invisible force” to push people to do something in return. It could also be deduced from the definition that having a motivated work force or creating an environment in which high levels of motivation are maintained remains a challenge for today’s management. This challenge may emanate from the simple fact that motivation is not a fixed trait as it could change with changes in personal, psychological, financial, or social factors.

Greenberg and Baron defines motivation as the set of processes that arouse, direct, and maintain human behaviour towards attaining some goal (Greenberg&Baron, 2003). Bassett-Jones and Lloyd (2005) presents those two views of human nature underlay early research into employee motivation. The first view focuses on Taylorism, which viewed people as basically lazy and work shy, and thus held that these set of employees can only be motivated by external stimulation. The second view was based on Hawthorn findings, which held the view that employees are motivated to work well for “its own sake” as well as for the social and monetary benefits this type of motivation according to this school was internally motivated.

According to Ambrose and Kulik, (1999) Motivations a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity, and duration". Understanding what motivates an organization's employees is central to the study of psychology. Motivation is a person's internal disposition to be concerned with and approach positive incentives and avoid negative incentives. To further this, an incentive is the anticipated reward or aversive event available in the environment. While motivation can often be used as a tool to help predict behaviour, it varies greatly among individuals and must often be combined with ability and environmental factors to actually influence behaviour and performance. Results from a recent 2012 study, which examined age-related differences in work motivation, suggest a "shift in people's motives" rather than a general decline in motivation with age. That is, it seemed that older employees were less motivated by extrinsically related features of a job, but more by intrinsically rewarding job features. It is important for organizations to understand and to structure the work environment to encourage productive behaviours and discourage those that are unproductive given work motivation's role in influencing workplace behaviour and performance. There is general consensus that motivation involves three psychological processes: arousal, direction, and intensity. Arousal is what initiates action. It is fuelled by a person's need or desire for something that is missing from their lives at a given moment, either totally or partially. Direction refers to the path employees take in accomplishing the goals they set for themselves. Finally, intensity is the vigour and amount of energy employees put into this goal-directed work performance. The level of intensity is based on the importance and difficulty of the goal. These psychological processes result in four outcomes. First, motivation serves to direct attention, focusing on particular issues, people, tasks, etc. It also serves to stimulate an employee to put forth

effort. Next, motivation results in persistence, preventing one from deviating from the goal-seeking behaviour.

2.10 Lecturers Productivity as Index of Job Performance :

Productivity is an average measure of the efficiency of production. It can be used to measure the job performance of lecturers in colleges of education. It can be expressed as the ratio of output to inputs used in the production process, i.e. output per unit of input. When all outputs and inputs are included in the job performance measure it is called total productivity. Outputs and inputs are defined in the total productivity measure as their economic values. The value of outputs minus the value of inputs is a measure of the income generated in a production process. It is a measure of total efficiency of a production process and as such the objective to be maximized in production process.

Productivity measures that use one or more inputs or factors, but not all factors, are called partial productivities. A common example in economics is labour productivity, usually expressed as output per hour. At the company level, typical partial productivity measures are such things as worker hours, materials, or energy per unit of production. The central idea underlying manpower development in any sector, including the education sector, is how best to keep employees current, vibrant and versatile so that they can continuously perform their roles effectively in this age of rapid socio-economic, political, scientific and technological changes and globalization. As Lassa (1992) rightly emphasized, in education, teachers are the foundation of quality; they hold trust for the implemented curriculum of formal education and therefore, are at the centre of the educative process. In fact, no education system can rise above the quality of its teachers (NERDC, 2004). This is even all the more important with the institutions of higher learning whose mission include research - the expansion of the frontiers of knowledge, teaching, and community services. Manpower development has become an accepted

phenomenon in organizations. In tertiary institutions, lecturers' development programmes are considered very critical. They are planned activities which focus on increasing and enlarging the capabilities, improving the technical and conceptual skills of lecturers so that they can possess the necessary abilities to handle complex situations and better perform their job. Through renewal activities, lecturers avoid becoming rustic. The need for lecturers to improve their knowledge, skills, attitudes and behaviours while on the job is even more critical now in developing nations than ever before for a number of reasons. For instance, academic programmes in our colleges of education rarely adequately prepare candidates as "finished" products for their future positions and their accompanying responsibilities. There is also the issue of knowledge explosion. Tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be trained and retrained on regular basis as globalization and the economy and competition for talents is becoming worldwide (Fanny, 2001). The above situation implies that lecturers need to keep abreast of the time and the trends of knowledge development in their discipline so as not to become obsolete and made redundant. The ultimate goal of self-development is the enhancement of individual's job satisfaction and the optimization of skills, talent and task accomplishment. Jones (1994) stressed that manpower development of lecturers in tertiary institutions should be geared towards acquiring or sharpening the capabilities of lecturers required in performing various obligations, tasks, and functions associated with or related to their present or future expected roles. Similarly, Peretomode and Peretomode (2001) have identified the benefits of training and development of lecturers to include increase in knowledge, skills and the development of positive attitude to work, increased personal and organizational productivity, and quality services. It can bring about improvement in morale, inculcate sense of belongingness,

reduce absenteeism and turnover rate among lecturers, and importantly lead to better coordination of both human and material resources within institutions of higher learning.

The principal criterion for promoting lecturers from one level to the other is the lecturers` productivity defined in terms of research output or publications in referred national and international journals and text books. Some of these lecturers have participated in self-sponsored development activities and few others have benefited from their institution`s sponsored staff development programmes. One thing that is not certain or that has not been determined empirically is whether those who have participated in development programmes are more productive than their counterparts who have not. In other words, how has development efforts enhanced the productivity lecturers?

2.11 Features of Job Performance:

There are several key features to Campbell's conceptualization of job performance which help clarify what job performance means. Campbell (1990) defined performance as behaviour - something done by an employee. This concept differentiates performance from outcomes. Outcomes result partially from an individual's performance, but they are also the result of other influences. In other words, there are more factors determine outcomes than just an employee's behaviours and actions. Campbell allows for exceptions when defining performance as behaviour. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural.

The difference between individual controlled action and outcomes is best conveyed through an example in a sales job, a favourable outcome is a certain level of revenue generated through the sale of something (merchandise, or some service such

as insurance). Revenue can be generated or not, depending on the behaviour of employees. When the employee performs this sales job well, he is able to move more merchandise. However, certain factors other than employees' behaviour influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preferences, production bottlenecks, etc. In these conditions, employee performance can be adequate, yet sales can remain low. The first is performance and the second is the effectiveness of that performance. One can de-couple these two because performance is not the same as effectiveness.

Another closely related construct is productivity. One can think of productivity a comparison of the amount of effectiveness that results from a certain level of cost associated with that effectiveness. In other words, effectiveness is the ratio of outputs to inputs those inputs being effort, monetary costs, resources, etc. Utility, another related construct, is defined as the value of a particular level of performance, effectiveness, or productivity. Utilities of performance, effectiveness, and productivity are value judgments.

Another key feature of job performance is that it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness).

2.12 Multidimensionality of Job Performance

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are vastly many jobs each with different performance standards. Therefore, job performance is conceptualized as a multidimensional construct

consisting of more than one kind of behaviour. Campbell (1990) proposed an eight factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs.

1. The first factor is task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that delineate one job from another.
2. On the other hand, non-task specific behaviours, the second factor, are those behaviours which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour of a sales person might be training new staff members.
3. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
4. An individual's performance can also be assessed in terms of effort, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
5. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.
6. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her

colleagues. This might include acting as a good role model, coaching, giving advice, or helping maintain group goals.

7. Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments. These aspects of performance happen in a face to face manner.
8. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

Taxonomy of job performance was proposed and developed for the US Navy by Murphy (1994). This model is significantly broader and breaks performance into only four dimensions.

1. Task-oriented behaviours are similar to task-specific behaviours in Campbell's model. This dimension includes any major tasks relevant to someone's job.
2. Interpersonally oriented behaviours are represented by any interaction the focal employee has with other employees. These can be task related or non-task related. This dimension diverges from Campbell's taxonomy because it included behaviours (small talk, socializing, etc.) that are not targeting an organization's goal.
3. Down-time behaviours are behaviours that employees engage in during their free time either at work or off-site. Down-time behaviours that occur off-site are only

considered job performance when they subsequently affect job performance (for example, outside behaviours that cause absenteeism).

4. Destructive/hazardous behaviours. In addition to these models dividing performance into dimensions, others have identified different types of behaviours making up performance.

2.13 Determinants of Job Performance:

A meta-analysis of selection methods in personnel psychology found that general mental ability was the best overall predictor of job performance and training performance.

Campbell (1990) also suggested determinants of performance components. Individual differences on performance are a function of three main determinants: declarative sknowledge, procedural knowledge and skill, and motivation.

1. Declarative knowledge refers to knowledge about facts, principles, objects, etc. It represents the knowledge of a given task's requirements. For instance, declarative knowledge includes knowledge of principles, facts, ideas, etc.
2. If declarative knowledge knows what to do, procedural knowledge and skill knows how to do it. For example, procedural knowledge and skill includes cognitive skill, perceptual skill, interpersonal skill, etc.
3. The third predictor of performance is motivation, which refers to "a combined effect from three choice behaviours—choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Campbell, 1990). It reflects the direction, intensity, and persistence of volitional behaviours. Campbell (1990) emphasized that the only way to discuss motivation as a direct determinant of behaviour is as one or more of these choices.

Campbell (1990) also mentioned several performance parameters that may have important implications for the job performance setting and should be investigated by industrial and organizational psychologists.

1. The first one is the distinction between speed and accuracy. This distinction is similar to the one between quantity and quality. Important questions that should be considered include: which is most valued by the organization, maximized speed, maximized accuracy, or some balance between the two? What kind of trade-offs should an employee make? The latter question is important because speed and accuracy for the same task may be independent of one another.
2. The second distinction is between typical and maximum performance. Sackett, Zedeck, and Fogli did a study on supermarket cashiers and found that there was a substantial difference between scores reflecting their typical performance and scores reflecting their maximum performance. This study suggested the distinction between typical and maximum performance. Regular work situations reflect varying levels of motivation which result in typical performance. Special circumstances generate maximum employee motivation which results in maximum performance.
3. Additionally, the impact of organizational justice perceptions on performance is believed to stem from Equity Theory. This would suggest that when people perceive injustice they seek to restore justice. One way that employees restore justice is by altering their level of performance. Procedural justice affects performance as a result of its impact on employee attitudes. Distributive justice affects performance when efficiency and productivity are involved. Improving justice perceptions improves productivity performance.

2.14 Review of Related Empirical Studies

The researcher reviewed the following related research works.

Boniface (2000) conducted a research on improved performance through effective human resource training and development in National Research Institute for Chemical Technology, Zaria, and Kaduna State. The purpose of the study was to assess the importance of training and development and its effect on the level of performance of employees in the organization. Descriptive survey design was used for the study. The study has three objectives and three research questions. The population for the study comprises 350 the entire staff of National Research Institute for Chemical Technology, Zaria. The fifty six staff of the production unit was used as sample representing sixteen percent of the total population. The instrument for Data collection was interview. The data were analysed using simple descriptive statistics such as mean, percentage, and frequency.

The study found that financing the training programme is an important aspect that needs close attention; also the study revealed that there is a significant difference of output before and after the training of employee. Training also has positive impact on the output level of the unit under study. The study recommended that the institute should organize more in-house training programmes for all staff so as to take advantage of increase in output accruing from such training. The management should be encouraged and endeavour to use different types of training on a more regular basis. The study also recommended that management should increase the budgetary allocation to human resource training and development.

The similarity between the present study and the previous one is that both studies used a descriptive survey method. Both studies also have research

questions and objectives. Population of the study was stated and the sample used for the study was mentioned. Both studies also used descriptive statistics such as means and percentages to analyse the data. However two studies differ significantly because the previous dealt with research institute under the production unit of the institute, while the present deals with the lecturers of colleges of education in North-West Geo-Political Zone, Nigeria. The study also differs from the present study as the sampling procedure was not stated and only interview used as the instrument for the collection of data. The year for the study was not mentioned and the study only used three research questions and objectives which supposed to be up to four to cover the whole aspects of the research. The study was equally found relevant as some of its findings served as literature review for this study.

In another related literature Okoli (2000) conducted a research on in-service need of vocational Agriculture Teachers for the implementation of Agriculture Curriculum. The major purpose of the study was to identify the in-service need of the vocational agriculture teachers in Anambra State which total 390 out to which a sample of 200 teachers were randomly selected for the study. The instrument used for data collection was questionnaire; frequency mean and standard deviation were employed in data analysis.

The findings of the study revealed that teacher's pre-service preparation programme may not have adequately equipped them with the entire subject in secondary school level. It also showed that there are fourteen (14) competency areas needing improvement by teachers.

The research work identified the competencies needed in vocational agriculture which can similarly be applied to business education and how best to achieve these competencies. This is related to the current work which is on influence of in-service

training on the job performance of the lecturers in colleges of education. The research also is found similar to the present study as it is conducted on vocational agricultural teachers which can equally be applied to the business education teachers. It is also similar as it was conducted to test the need of in-service training of teachers of vocational agriculture. The research work was weak and differs with the present study as it does not state any research question or hypothesis. The research also differs with the present study as it was conducted on the secondary schools teachers only. The study did not also state the sampling procedure. Despite the weaknesses observed, the research work has helped in the review of related literature and stating items in the research questionnaire.

Ekwe (2001) conducted a research on the evaluation of training programmes for business educators in the Delta State school system. The major objective was to evaluate the training programmes for business educators in Delta State School System. The population of the study was composed of 70 Principals and 120 business teachers. Questionnaire was used as the data gathering instrument. The finding of the study revealed that schools in Delta State lack business teachers who are adequately trained to teach business studies. On the need for retraining of business education teachers, there is 100% agreement that business teachers need retraining to enable them teach business studies effectively.

The research work has some weaknesses in the sense that the population of the study from which the sample was drawn was not mentioned. And the respondents to the questionnaire should include students as they are the beneficiaries of the teachers' performance. The research was also limited to public schools only. The statistical tools used for data analysis was not explained and was inconsistent. The research is found similar to the present study as it was trying to evaluate the

training programs in business education in the school system and also has four research objectives as the present study. The study also comprises only business education teachers as the present study comprises lecturers in colleges of education. Despite the weaknesses the work facilitated the present research work; it provided the bases for the foundation of the work and contributed to the reviewed literature.

Emmanuel (2001) in a research titled "factors associated with the teachers, school, and curriculum in the training and re-training of business education teachers in Lagos State." The study investigated the issue associated with the teacher, the school, and the curriculum in the training and retraining of business education teachers in tertiary institutions in Lagos State. The researcher conducted his study on all the 62 business education teachers in 4 public tertiary institutions in Lagos State. The sample size consisted of 50 business education teachers who were randomly selected from the four tertiary institutions offering business education courses. Structured questionnaire was used for data collection. The data collected were presented in tables and percentage was used for data analysis this was closely followed by interpretation of the data analysed.

The findings of the study showed that lecturers have spent many years after graduation without undergoing any in-service training as a result of lack of government sponsorship. The study also revealed the inadequacy of modern facilities in the training institutions. There is also lack of constant review of curriculum to meet training need on modern skills acquisition. The researcher did a nice job in identifying the need for in-service training and what the government would do to improve the quality of its teachers. Despite the importance of the study, the sample selection was biased and population should have included private institutions available in the state. The work is related to the current study as it gave insight on the teachers view on the need

for in-Service training. The study also revealed the factors that are associated with the teachers need for training in business education. The study is also relevant and similar to the present study as it was conducted on the tertiary institutions not secondary schools.

In addition a research conducted by Owajoba (2007) on in-service training needs of technical staff on maintenance of infrastructural facilities in technical institutions a case study of College of Education Ikere-Ekete. The study was intended to investigate the in-service training need of technical staff on maintenance of infrastructural facilities in the College of Education Ikere-Ekiti. Three research questions guided the study. The population consisted of all the 100 technical staff of the College out of which 60 were randomly selected to form the sample size. The instrument used for the collection of data was structured questionnaire.

The findings of the study revealed that in-service training of technical staff on maintenance of infrastructural facilities is necessary and should be encouraged in order to enhance unhindered teaching and learning processes. The study differs from the present study as it focused on the needs of training of the technical staff on only maintenance of infrastructural facilities in technical institutions, while the present study focuses on the lecturer's needs of training and job performance in colleges of education. The study has some weakness in that the researcher was biased in constructing the items in the questionnaire and research question two have no relevance with the study, also the result of the study was not fully analysed. Despite the short comings the research is related to the current study in identifying the in-service needs of technical staff and how in-service affect their performance. The present research used the work as a tool for the present research work. The study is similar and relevant to the present study as it was conducted in colleges of education. It is also similar as it used research questions, population of the study

and has sample size of the study the study is also similar to the present study as it used a structured questionnaire as an instrument used for the collection of data.

Aminu (2013) conducted a research on the assessment of the impact of employee training on organizational performance on Vita foam Nigeria Plc. The main purpose of the study was to ascertain the impact of training on workers performance in Vitafoam Company. The study has three specific objectives, three research questions, and three hypotheses. The methodology applied was field survey. Questionnaire and interview were used to collect data. The techniques adopted for study was simple random sampling technique. Charts and percentages were used to answer the research questions. Chi-square was used to test the formulated null hypotheses. The study found among others that organization cannot survive without employees training and that employees see training as a motivator to their job. It also found that employees training leads to higher organizational profitability in an organization and that employees training can leads to improved performance in the organization.

The research work will be similar and relevant to this study because the study will adopt the same methodology in answering the research questions especially percentages which will be used to answer the bio-data of the respondents. The study has also used research questions, specific objectives, and hypothesis as the present study. The study differs from the present study and has some weaknesses in the sense that the population of the study from which the sample was drawn was not mentioned. The year and study area also differ with the current study as it was conducted on the employee of the private company not lecturers in colleges of education. The number of research questions and objectives are few, as only three research questions and objectives were used, it should have

been up to four or more to capture major areas of the variables in the study which this study will try to take note of. Despite the weakness the work facilitated the present research work as it gave insight on the need of in-service training by employees and contributed to reviewed literatures.

2.15 Summary of Reviewed Literature

This chapter reviewed some relevant literature about the variables. The cognitive theory serve as a basis for this study, this is because the theory emphasized of what people believe they can or cannot do powerfully impacts on their performance. The concept of In-service training was seen as the application of appropriate means to promote the professional growth and development of workers while on the job. In-service training in colleges of education is also seen as continuing education of teachers/lecturers and other educators which commences after actual professional education is over, and which leads to the improvement of professional competence of educators all throughout their careers. The chapter further discussed the needs of In-service training by the lecturers in colleges of education. It also discussed different types of in-service training available to teachers/lecturers to undergo. Importance of teacher in-service training programme was also discussed. The chapter further stated some of the problems related to in-service training of teachers/lecturers. These problems include among others lack of incentives, inadequate evaluation techniques and inadequate ICT facilities and resources.

The chapter finally reviewed some works as empirical studies. Six empirical studies were reviewed and the researcher observed that none of the studies reviewed the influence of in-service training on the job performance of lecturers in colleges of education in North-Western part of Nigeria. These served as the main gaps this study had filled.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discussed the methodology used for the conduct of the research work. It contains the research design, population for the study, sample, and sampling procedure etc. It was presented under the following sub- headings;

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample Size and Sampling Procedure
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for data Analysis
- 3.1 **Research Design**

The research design adopted for this study was survey research design. The design enables the researcher to administer questionnaire to a sample of the population. Sambo (2005) defined survey method as that research method which require same historical base in answering research questions. The choice of this design was influenced by the desire of the researcher to study the target population of the lecturers of Business Education Programme in Colleges of Education in North-West Geo-Political Zone, Nigeria. This enables researcher to administer questionnaire to many respondents at the same time.

3.2 Population for the Study

The population for the study was ninety lecturers (90) in all the nine colleges of education that offer Business Education programme in north-west geo-political zone, Nigeria. It comprised all lecturers in the department of business education who attended in-service training within the stipulated period in the nine colleges of education that offer business education programme in North-West Zone, Nigeria. Table 1 presents the summary of the population.

Table 1: Population for the study

S/NO	Names of Colleges	State	No of Lecturers
1.	Federal College of Education (Technical) Bichi	Kano	14
2.	Federal College of Education (Technical) Zamfara	Zamfara	10
3.	Federal College of Education, Katsina	Katsina	07
4.	Federal College of Education, Kano	Kano	11
5.	Federal College of Education, Zaria	Kaduna	16
6.	Jigawa State College of Education, Gumel	Jigawa	03
7.	Sa'adatu Rimi College of Education, Kano	Kano	14
8.	Kaduna State College of Education, Gidan Waya, Kafachan	Kaduna	08
9.	Shehu Shagari College of Education Sokoto	Sokoto	07
	TOTAL		90

Source: Departmental Record office of the Colleges 2016/2017 session

3.3 Sample Size and Sampling Procedure

The whole population was used because the population was not much; therefore, the total number of 90 lecturers of business education in the North-West Geo-Political Zone Nigeria, were used. This is in line with Ali (2009) who opined that when the target population is less than five hundred (500) for descriptive survey research, the whole population could be used in order to establish the existence or non-existence of the influence

among the variables. Glenn (2009) was of the opinion that when the target population is less than 1000 for descriptive survey research the whole population could be used for the study. Based on this, there was no sample or sampling procedure. Thus, the whole of the population was taken as the sample.

3.4 Instrument for Data Collection

The instrument used for the collection of data in this study was questionnaire as in appendix III. This is in line with Sambo (2005) who stated that a questionnaire is a research instrument that consists of a set of questions on a specific subject under investigation to which the participants in a study are expected to respond. The questionnaire was developed by the researcher after a careful review of relevant literature. The questionnaire was divided into two sections (A and B); section A provides the information on the biographical data of the respondents. Section B, contains the questionnaire items for lecturers. The items aimed at enquiring about the influence of in-service training on the job performance of lecturers in colleges of education in North-Western part of Nigeria. The items consist of 32 items. The break down shows that items one to eight (1-8) for research question one, items nine to sixteen (9-16) for research question two, items seventeen to twenty four (17-24) for research question three and item twenty five to thirty two (25-32) for research question four. The thirty two items questionnaire were structured in closed ended format and were placed in four points rating scale with weights of strongly agree (4) agree (3) disagree (2) and strongly disagree (1).

3.4.1 Validity of the Instrument

To ensure validity of the instrument, content validity was used to determine the validity of the instrument. The instrument was given to two (2) research experts in the department of education from Bayero University Kano and another expert in the Department of vocational and technical education, Faculty of education, Ahmadu Bello University, Zaria,

not below the rank of senior lecturer, as well as the researcher's supervisors. Berge (2002) stated that for any research instrument to ascertain the validity, it must be given to a panel of experts to determine if its contents can illicit the desired data. The experts were requested to ascertain the appropriateness of the instrument in relation to the relevance and adequacy or otherwise of the language used in the construction of the items in the instruments. After the corrections and suggestions were incorporated, the final copy was taken for pilot study.

3.4.2 Pilot Study

A pilot study was conducted in Federal College Education Gombe using ten lecturers in the department of Business education. The researcher used this college because it has similar characteristics with the research population for the study and it is out of the study areas. This is in line with Okofe (2010) who stated that pilot tests are conducted with a small sample size of the respondents similar but not the same as the one that would be used in a study proper.

3.4.3. Reliability of the Instrument

In order to determine the reliability of the instrument, test-retest procedure was used. Guilford (1965) cited in Sambo (2005) stated that test-retest is a reliability procedure where the same test instrument administered at two different times. The scores from the two administrations were collected as an estimate of the reliability of the instrument. In this study, twenty (20) copies of the research instruments were administered to twenty (20) lecturers at Federal College of Education Gombe on two different occasions at an interval of two weeks. Cronbach Alpha analysis was conducted to get the reliability coefficient of the instrument. The result of the standardized alpha value of obtained was 0.79. According to Eke, (2009) and Nunelly, (2014) a cronbach alpha value of 0.65 is reliability for an instrument to be used. The alpha value of 0.79 is considered reliable.

3.5 Procedure for Data Collection

In this study, a letter of introduction was collected by the researcher as in appendix I, from Department of vocational and technical education to enable the researcher be identified by the respondents. A letter of introduction was then submitted to the respondents 'Colleges of Education explaining the purpose of the study, the importance attached to the respondents answers and an assurance of the confidentiality of the information obtained from them, this will help in establishing a rapport between the researcher and the respondents. Then the researcher had employed research assistants in every college of education that had helped in collection of the data and they were formally introduced to the subjects. The questionnaire was given to the respondents to respond. The researcher had used four (4) weeks in collecting data.

3.6 Procedure for Data Analysis

The bio-data of the respondents were analysed using percentage technique and the research questions were analysed using mean and standard deviation. All the four null hypotheses were tested using regression analysis at 0.05 levels of significances. For easy statistical analysis, all the strongly agreed and agreed were taken as "agreed." Similarly, all disagreed and strongly disagreed were taken as "disagreed." The decision rule for the null hypotheses and research questions is that, for the research questions, weighted mean score of 2.50 and above were considered as agreed while weighted mean score of 2.49 and below were considered as disagree. If the r-calculated is greater than p-value the null hypothesis were rejected whereas if r-calculated is less than the p-value, the null hypothesis were accepted.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

In this chapter, data for this study are presented, and analysed based on the research questions and null hypotheses that guide the study. Out of the 90 questionnaires that were distributed to lecturers, 85 questionnaires were retrieved. The chapter has the following subheadings:

4.1. Demographic Characteristic of the Respondents

4.2 Answers to Research Questions

4.3 Test of Null Hypotheses

4.4 Discussion of Major Findings

4.1 Demographic Characteristic of the Respondents: Data in respect of this area of study are summarized in tables 2 to.5

Table 2: Percentage Distribution of Lecturers by their Highest Qualification

Highest Qualification	educ. Frequency	Percent
PhD	7	8.2
Masters	50	58.8
Bachelor`s degree	15	17.6
HND	11	12.9
Others	2	2.4
Total	85	100.0

Source: Field Survey 2017

Table 2 shows the different qualification of the respondents, the highest percentage of 58.8% comprised of eighty lecturers with master degree or its equivalent, followed by bachelor`s degree with fifteen (15) i.e. 17.6% of the respondents. HND holders were eleven (11) with 12.9% of the respondents, followed by PhD holders who were only seven (7) numbers i.e. 8.2% of the total respondents. The respondents with other qualifications were only two (2) in number representing 2.4% of the total respondents. This implies that the categories with the highest number of respondents were master degree holders.

Table 3: Percentage Distribution of Lecturers by Area of Specialisation

Years of Experience	Frequency	Percent
Business Education	30	35.3
Business Admin	22	25.9
Secretarial Studies	15	17.6
Accounting	10	11.8
Others	08	9.4
Total	85	100.0

Source: Field Survey 2017

Table 3 shows frequencies and percentage distribution of respondents' area of specialisation the result showed that thirty lecturers (30) representing 35.3% had specialised in business education. Twenty-two (22) respondents representing 25.9% of the total sample had specialised in business administration. The result also showed that fifteen (15) respondents representing 17.6% had their specialisation in secretarial studies. However, ten (10) respondents representing 11.8% had specialised in accounting. Those with other specialisations were only eight (8) in numbers with 9.4% of the total respondents. This implies that the category of the highest number of respondents had their specialisation in business education.

Table 4.: Percentage Distribution of Staff by Rank

Years of Experience	Frequency	Percent
Assistant Lecturer	17	20.0
Lecturer III	09	10.6
Lecturer II	10	11.8
Lecturer I	15	17.6
Senior Lecturer	20	23.5
Principal Lecturer	10	11.8
Chief Lecturer	04	4.7
Total	85	100.0

Source: Field Survey 2017

Table 4.revealed that seventeen respondents (17) representing 20.0% were assistant lecturers while nine (9) of the respondents which stand for the 10.6% of the responses were lecturers III. Ten (10) of the respondents which stood for 11.8 percents of the respondents were lecturers II. There were also fifteen (15) respondents representing 17.6%

of the total responses who were in the categories of lecturer I. Twenty of the respondents (20) representing 23.5% of the respondents were senior lecturers. Ten respondents (10) respondents constituting 11.8% of the total respondents were principal lecturers. Four (04) Respondents representing (4.7) of the total respondents were chief lecturers. This implies that that category of senior lecturers' had the highest number of respondents.

Table 5: Percentage Distribution of Lecturers' Working Experience

Years of Experience	Frequency	Percent
0-5 YRS	17	20.0
6-10 YRS	20	23.5
11-15 YRS	30	35.3
16 YRS AND ABOVE	18	21.2
Total	85	100.0

Source: Field Survey 2017

Table 5 shows frequency and percentage distribution of respondents of working experience. The result showed that seventeen (17) lecturers representing 20.0% had 5 years or less period of working experience. Twenty respondents (20) representing 23.5% of the total sample had spent between 6-10 years teaching business education. The result also showed that thirty (30) respondents representing 35.3% of the responses had spent 11-15 years as working experience. However, eighteen (18) respondents representing 21.2% had 16 years and above as working experience. This implies that the respondents who had spent between 11-15 years were more in number with the highest frequency and percentage.

4.2 Answers to the Research Questions

To address these questions data were collected and answers to the four research questions are shown using mean and standard deviation as presented in tables 6 to 9.

Research Question One: What is the Influence of conferences training on lecturers' job performance?

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses are presented in table 6

Table 6: **Mean and Standard Deviation analysis on Influence of Conference straining on Lecturers' Job Performance**

S/No	Item	Mean	SD	Decision
1	Lecturers gain an increase skills and knowledge from conferences training.	3.153	0.969	Agreed
2	Conferences training develops lecturers positive attitude to work	3.447	0.794	Agreed
3	Conferences training increases lecturers personal and organizational job performance	3.212	0.599	Agreed
4	Lecturer's quality of service is increased from the conferences attended.	3.200	0.736	Agreed
5	Conferences training leads to the improvement of lecturers morale	3.224	0.777	Agreed
6	Conference inculcates into the lecturer's the sense of belonging.	3.459	0.764	Agreed
7	Conference reduces the lectures absenteeism and turn-over rate.	2.235	0.998	Disagreed
8	Conference provides lecturers with better co-ordination of both human and material resources within the institution.	2.588	1.049	Agreed
	Cumulative mean	3.1		

Source Field Survey 2017

To answer research question one responses of lecturers on questionnaire items 1-8 were subjected to statistical mean score and standard deviation analysis to determine if respondents agree or disagree with a given items. Therefore table 6 indicated that 65 of the respondents agree while 20 respondents disagree that lecturers gained and an increase skills and knowledge from conferences. This item has a mean score of 3.15 and standard deviation of 0.969 which is significant and generally means that the respondents agreed that lecturers gained an increase skills and knowledge from conferences. Analysis of item two on the questionnaire indicated that 73 respondents agreed that conferences develop lecturers' positive attitude to work while 12 respondents disagreed. The item had a mean score of 3.447 and standard deviation of 0.749 which is significant and generally means that the respondents agreed that conferences develop lecturers' positive attitude to work.

Item three in the questionnaire was also analysed using statistical mean and standard deviation. The result showed that 79 of the respondents agreed that conferences training increase lecturer's personal and organisational productivity against 6 respondents who disagreed. However, based on the mean score of 3.212 and standard deviation of 0.599, it was considered that respondents agreed that conferences increase lecturer's personal and organisational productivity.

Item four on the questionnaire had divided responses from respondents on the lecturers quality of service is increased from conferences. 75 respondents agreed whereas 10 respondents disagree. However, based on the mean score of 3.200 and standard deviation of 0.736 was concluded that respondents agreed that lecturers quality of in-service is increased from the conferences

Item five on the questionnaire stated that conference leads to the improvement of lecturers morale of the 85 respondents who responded to this item 75 of them agreed whereas 10 of them disagreed. However, using the mean score for the item which is 3.224

and standard deviation of 0.777, it was concluded that conference leads to the improvement of lecturers' morale

Item six sought to find out if conference inculcates into the lecturers the sense of belonging. It was found that 77 respondents agreed as against 8 respondents who disagreed using the mean score of 3.459 and standard deviation of 0.764 for the item, it was concluded that respondents agreed that conference training inculcates into the lecturers the sense of belonging. Item seven on the questionnaire stated that conference reduces the lecturers' absenteeism and turnover rate of the 85 respondents, 15 of them agreed whereas 60 disagreed. However, using mean score of 2.235 and standard deviation of 0.998, it was concluded that the respondents disagree that conference reduces the lecturers' absenteeism and turnover rate.

Item eight on the questionnaire was also analysed using mean score and standard deviation. The result showed that 50 respondents agreed that conference training provides lecturers with better coordination of both human and material resources within the institution as against 35 respondents who disagreed. However, using the mean score of 2.588 and standard deviation of 1.049, it was concluded that, the respondents agreed conferences training provides lecturers with better coordination of both human and material resources within the institution.

Research Question Two: What is the Influence of workshop training on lecturers' job performance?

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses are presented in table 7

Table 7: Mean and Standard Deviation Analysis on Influence of workshop on Lecturers' job performance

S/No	Item	Mean	SD	Decision
1	Lecturers gain an increase skills and knowledge from workshops.	3.141	0.838	Agreed
2	Workshops training develops lecturers positive attitude to work	2.941	0.943	Agreed
3	Regular promotion of lecturers motivates them to undergo workshops.	2.224	0.980	Disagreed
4	Lecturer's quality of service is increased from the workshops training.	2.788	1.095	Agreed
5	Workshop training leads to the improvement of lecturers morale	2.941	0.943	Agreed
6	Availability of materials and equipments motivate lecturers to undergo workshops.	3.212	0.897	Agreed
7	Workshop training reduces the lecturers absenteeism and turn-over rate.	2.353	1.019	Disagreed
8	Workshop training stimulates lecturers interest and increase their job performance in colleges of education	3.341	0.716	Agreed
Cumulative mean		2.9		

Source Field Survey 2017

To produce answer to research question two, responses of lecturers on questionnaire items 8-15 were subjected to statistical analysis of mean score and standard

deviation which was used to determine if respondents agreed or disagreed with a particular item of the questionnaire. Table 7 indicated that 65 respondents agreed while 20 respondents disagreed that lecturers gained an increase skills and knowledge from workshop thereby increasing their job performance. The item had a mean score of 3.141 and standard deviation of 0.838 which are significant and generally means that the respondents agreed that lecturers skills and knowledge are increased through workshops and help lecturers to improve their job performance. Analysis of item two on the questionnaire indicates that workshop training develops lecturers positive attitude to work 65 respondents agreed as against 20 respondents who disagreed, the item had a mean score of 3.141 and standard deviation of 0.838. It was concluded that respondents agreed that workshop training develops lecturers positive attitude to work and improves their job performance.

Item three was also analysed using means score and standard deviation. The result showed that 32 respondents agreed that regular promotion of lecturers motivates them to undergo workshops training as against 53 respondents who disagreed, based on the means scores of 2.224 and standard deviation of 0.980, it was concluded therefore that respondents disagreed that regular promotion of lecturers motivates them to undergo workshops training.

To answer item four on the questionnaire, the opinions of 90 respondents were sought to find out if the quality of service of lecturers is increased from the workshops training. 50 respondents agreed whereas only 35 respondents disagreed. But based on the mean score of 2.788 and standard deviation of 1.095 for the items, it was concluded that respondents agreed that lecturers quality of service is increased from the workshops in colleges of education and also motivates lecturers to perform their duties effectively.

Item five on the questionnaire stated that workshop training leads to the improvement of lecturers morale in colleges of education thereby increasing their job performance, out of the 85 respondents who responded to the items, 60 respondents agreed whereas 25 respondents disagreed. However, using the mean score of 2.941 and standard deviation of 0.943, it was concluded that respondents agreed that workshops leads to the improvement of lecturers morale thereby increasing their job performance.

It was found that, out of 85 respondents who responded on research questionnaire six, 70 respondents agreed as against 15 respondents who disagreed. Using the mean score of 3.212 and standard deviation of 0.897, it was concluded that availability of materials and equipments motivates lecturers to undergo workshops. Item seven of the questionnaire argued that workshops training reduce the lecturers absenteeism and turn-over rate thereby increasing their job performance, 35 respondents agreed as against 50 respondents who disagreed. The mean score of the item was 2.353 and standard deviation of 1.019. It was concluded that respondents disagreed that workshop training reduces the lecturers absenteeism and turn-over rate..

Item eight on the on questionnaire sought the opinion of 85 respondents on whether attending workshops stimulates lecturers interest and increased their job performance, 75 respondents agreed as against 10 respondents who disagree. However, using the mean score of 3.341 and standard deviation of 0.716, it was concluded that respondents agreed that attending workshops stimulates lecturers' interest and increased their job performance in colleges of education.

Research Question Three: What is the Influence of seminar training on lecturers' job performance?'

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and the summary of the responses are presented in table 8

Table 8: Mean and Standard Deviation analysis on Influence of seminar

S/No	items	Mean	SD	Decision
1	Lecturers gained an increase research attitudes from the seminar	3.49	0.700	Agreed
2	Lecturers do not acquire an increase skills and knowledge of writing research through seminar	2.059	0.729	Agreed
3	Lecturers who have undergone seminar training moderate papers more effectively	3.518	0.733	Agreed
4	seminar training enhances the effectiveness of lecturers papers presentation	3.329	0.822	Agreed
5	Lack of seminar training contributes to the lecturers poor performance on the job	3.176	0.789	Agreed
6	Lecturers who have undergone seminar training supervise students projects more effectively than those who did not	2.765	0.946	Agreed
7	Seminar enhances the lecturer's research attitude and development.	2.059	1.004	Disagreed
8	Good research attitude acquired by the lectures through seminar training promotes and improved educational standard.	2.941	0.877	Agreed
Cumulative Mean		2.9		

Source Field Survey 2017

In order to respond to the research question three, responses of students and lecturers on questionnaire items 1-8 were subjected to mean score analysed and standard deviation which was used to determine if respondents agreed or disagreed with a particular items on the questionnaire. Table 8 showed that 75 respondents agreed as against 10 respondents who disagreed that lecturers gained and increase research attitude from the

seminar training. The mean score of the item was 3.459 and standard deviation of 0.700 which were significant and generally mean that the respondents agreed that lecturers gained an increase research attitude from the seminar training. Analysis of item two on the questionnaire revealed that 15 respondents agree that lecturers do not acquire an increase skills and knowledge of writing research through seminar training whereas 70 respondents disagreed. The item had a mean score of 2.059 and standard deviation of 0.729 which is significant and this indicates that the respondents disagreed that lecturers do not acquire an increase skills and knowledge of writing research through seminar training.

The analysis of item three was also done using mean and standard deviation. The result revealed that 75 respondents agreed that lecturers who have undergone seminar training moderate papers more effectively as against 10 respondents who disagreed. The item had a mean score of 3.518 and standard deviation of 0.733, it was concluded that respondents agreed that lecturers who have undergone in-service training moderate papers more effectively.

Item four on the questionnaire also sought the opinions of respondents on whether seminar training enhances the effectiveness of lecturers paper presentation, analysis of the opinion revealed that, 70 respondents agreed as against 15 respondents who disagreed, having the mean score of 3.329 and standard deviation of 0.822, it was concluded that respondents agreed that seminar training enhances the effectiveness of lecturers paper presentation.

Item five on the questionnaire agreed that lack of seminar training contributes to the lecturers' poor performance on the job. The opinion of 85 respondents were sought for this item, it was found that 65 of the respondents agreed whereas 20 respondents disagreed. However, using the mean score of 3.176 and standard deviation of 0.789, it

was concluded that respondents agreed that lack of seminar training contributes to the poor job performance of lecturers.

Item six stated that lecturers who have undergone seminar training supervised students projects more effectively than those who did not. It was found out that 45 respondents agreed as against 40 respondents who disagreed. But, using the mean score of 2.765 and standard deviation of 0.946, it was concluded that the respondents agreed that lecturers who have undergone in-service training supervised students` projects more effectively than who did not.

Analysis of item seven showed that 25 respondents agreed that seminars enhances the lecturers` research attitude and development as against 60 respondents who disagreed. Based on the mean score of 2.059 and standard deviation of 1.004, it was concluded that the respondents disagreed that seminars enhances the lecturers` research attitude and development. Item eight stated that good research attitudes acquired by the lecturers through seminar training promotes and improved educational standard. Result of analysis revealed that 60 agreed as against 25 respondents who disagreed. Using the mean score of 2.941 and standard deviation of 0.877, it was therefore, concluded that respondents agreed that good research attitude acquired by the lecturers through seminar training promotes and improved educational standard.

Research Question Four: What is the Influence of intensive training on lecturers job performance?

To answer this research question item 1-8 of the questionnaire were given to elicit responses from lecturers. The details and summaries of the responses are presented in table 9

Table 9: Mean and Standard Deviation Analysis on Influence of Intensive Training on Lecturers` job performance

S/NO	Items	Mean	SD	Decision
1	Lecturers acquired additional method of teaching through intensive training	3.172	0.747	Agreed
2	Lack of intensive training contributes to the poor method of teaching.	3.586	1.031	Agreed
3	Intensive training does not provide lecturers with additional method of teaching	2.207	0.761	Disagreed
4	Lectures who have undergone intensive training use various method of teaching in the classroom	3.569	0.769	Agreed
5	Lecturers who have undergone intensive training are not efficient in the classroom	2.069	0.823	Disagreed
6	Lecturers gained the skills of managing and utilizing of instructional materials through intensive training	3.207	0.770	Agreed
7	Intensive training provides lecturers with skills of using projectors, internet, and other ICT facilities in teaching.	2.414	0.967	Disagreed
8	Teaching methodology acquired through intensive training promote improved educational standard.	2.431	0.968	Disagreed
Cumulative Mean		2.8		

Source: (Field Survey 2017)

For the purpose to respond to the research question four, responses of lecturers on questionnaire items 1-8 were subjected to mean score analysis and standard deviation which was used to determine if respondents agreed or disagreed with a particular items on the questionnaire. Table 9 showed that 65 respondents agreed as against 20 respondents who disagreed that lecturers gained and increase method of teaching from the intensive training. The mean score of the item was 3.172 and standard deviation of 0.747 which were significant and generally mean that the respondents agreed that lecturers gained an increased method of teaching from the intensive training. Analysis of item two on the questionnaire revealed that 75 respondents agreed that lecturers' lack of intensive training contribute to the poor method of teaching whereas 10 respondents disagreed. The item had a mean score of 3.586 and standard deviation of 1.031 which is significant and this indicates that the respondents disagreed that lack of intensive training contribute to the poor use of effective method of teaching.

The analysis of item three was also done using mean and standard deviation. The result revealed that 15 respondents agreed that intensive training does not provide lecturers with additional method of teaching as against 70 respondents who disagreed. The item had a mean score of 2.207 and standard deviation of 0.761, it was concluded that respondents disagreed that intensive training does not provide lecturers with additional method of teaching.

Item four on the questionnaire also sought the opinions of 90 respondents on whether lecturers who have undergone intensive training use various method of teaching in the classroom, analysis of the opinion revealed that, 65 respondents agreed as against 20 respondents who disagreed, having the mean score of 3.569 and standard deviation of 0.769, it was concluded that respondents agreed that lecturers who have undergone intensive training use various method of teaching in the classroom.

Item five on the questionnaire disagreed that lecturers who have undergone intensive training are not efficient in the class room. The opinion of 90 respondents were sought for this item, it was found that 10 of the respondent agreed whereas 75 respondents disagreed. Therefore, using the mean score of 2.069 and standard deviation of 0.823, it was concluded that respondents disagreed that lecturers who have undergone intensive training are not efficient in the classroom.

Item six stated that lecturers gained the skills of managing and utilizing of instructional materials through intensive training. It was found out that 75 respondents agreed as against 10 respondents who disagreed. Using the mean score of 3.207 and standard deviation of 0.77, it was concluded that the respondents agreed that, lecturers who have undergone intensive training gain more skills of managing and utilizing of instructional materials than those who did not.

Analysis of item seven showed that 23 respondents agreed that intensive training provide lecturers with skills of using projectors, internet, and other ICT facilities in teaching as against 62 respondents who disagreed. Based on the mean score of 2.414 and standard deviation of 0.967, it was concluded that the respondents disagreed that intensive training provide lecturers with skills of using projectors, internet and other ICT facilities in teaching.

Item eight stated that teaching methodology acquired by the lecturers through intensive training promotes improved educational standard. Result of the analysis revealed that 22 respondents agreed as against 63 respondents who disagreed. Using the mean score of 2.431 and standard deviation of 0.967, it was therefore, concluded that respondents disagreed that teaching methodology acquired by lecturers through intensive training does not promote educational standards.

4.3 Testing of Null Hypotheses

The null hypotheses were all tested using Regression Analysis. The analysis are presented below on Table 10-13

Hypotheses One: The null hypothesis states that conference training has no significant influence on the lecturers 'job performance in colleges of education in North-West Zone, Nigeria.

Data collected to address the null hypothesis one are presented in table 10

Table 10: Regression Analysis on the Influence of Conference Training on Lecturers' Job performance in Colleges of Education in Northwest Zone Nigeria

Model	B	SE	t	Sig.
Conferences	0.993	0.478	2.077	0.001

$R^2 = 0.986$

Adjusted $R^2 = 0.984$

(Source: Field work, 2017)

Table 10 shows the influence of conferences on job performance in colleges of education. The result indicated that variation in lecturers job satisfaction has been accounted for by about 98 percent as indicated by the adjusted R value (0.984). The prediction of the contribution of the determination of the independent variable coefficient shows that one unit increase in conferences training of lecturers' will increase job performance by 0.993 or 99 percent. The P- value of 0.001 is lower than the alpha at 0.05 level of significance. Thus, the null hypothesis which states that conference training has no significant influence on lecturers' job performance is rejected.

Hypotheses Two: The null hypothesis states that workshop training has no significant influence on the Lecturers` job performance in colleges of education in North-West Zone, Nigeria.

Data collected to address the null hypothesis two are presented in table 11

Table 11: Regression Analysis on the Influence of workshops Training on Lecturers` Job performance in Colleges of Education in Northwest Zone Nigeria

Model	B	SE	t-	Sig.
Workshop	1.918	0.238	8.059	0.000

$R^2 = 0.871$

Adjusted $R^2 = 0.867$

(Source: Field work, 2017)

The study results in table 11 shows that the dependent variable (job performance) was accounted for by the independent variable (workshops) by about 87 percents .Yet lecturers workshops (1.918) increases job performance by 192 percents. This implies that lecturers workshops was predicted to influence job performance of lecturers when one unit is increased will increased job satisfaction by 1.918 or 192 percents. The P-Value of 0.000 is lower than the alpha at 0.05 levels of significance. Therefore the null hypothesis which states that workshop has no significant influence on their job performance is rejected.

Hypotheses Three: The null hypothesis states that seminar training has no significant influence on the Lecturers' job performance in colleges of education in North-West Zone, Nigeria.

Data collected to address the null hypothesis three are presented in table 12

Table 12: Regression Analysis on the Influence of Seminar Training on Lecturers' Job Performance in Colleges of Education in Northwest Zone Nigeria

Model	B	SE	T	Sig.
Seminar	0.896	0.416	2.154	0.000

$R^2 = 0.761$

Adjusted $R^2 = 0.756$

(Source: Field work, 2016)

Study results in table 12 shows that seminar predicted influence on the lecturers job performance by about 90 percents with regression coefficient of 0.896. This shows that one unit increases in seminar increases job performance of lecturers by 0.896 units. Similar variation in the lecturers' job performance was accounted for by the coefficient of determination as adjusted at 0.756 or 76 percents. The P- Value of 0.00 is lower than the alpha at 0.05 levels of significance. The null hypothesis which states that seminar has no significant influence on job performance of lecturers is rejected.

Hypotheses Four: the null hypothesis states that Intensive training has no significant influence on the Lecturers' job performance in colleges of education in North-West Zone, Nigeria.

Data collected to address the null hypothesis four are presented in table 13

Table 13: Regression Analysis on the Influence of Intensive Training on Lecturers' Job Performance in Colleges of Education in Northwest Zone Nigeria

Model	B	SE	T	Sig.
Intensive training	1.845	0.521	3.541	0.000

$R^2 = 0.812$

Adjusted $R^2 = 0.804$

(Source: Field work, 2017)

Influence of intensive training on the job performance of lecturers in colleges of education is predicted in table 13. The study findings shows that variation in lecturers job performance was accounted for by intensive training at about 80 percents. While influence of intensive training on job satisfaction is predicted at 185 percent as indicated by variables coefficient of 1.845. This shows that one unit increase of lecturers in intensive training increases job performance by 1.845 or 185 percents. The P- Value of 0.000 is lower than the alpha at 0.05 levels of significance. The hypothesis which states that intensive training has no significant influence on job performance of lecturers in colleges of education is rejected.

4.4 Discussions of the Major Findings

The study was carried out on the influence of in-service training on lecturers` job performance in colleges of education in north-west geo-political zone, Nigeria. Four research questions were answered while four null hypotheses were tested in order to determine the influence of conferences, workshops ,seminar and intensive training on lecturers` job performance as well as how significant they were. The responses obtained from the views of the respondents were subjected to descriptive and inferential statistics which were used to answer the research questions and test the null hypotheses. This section discussed the findings so established.

The outcome of research question one in Table 6 revealed that in-service training influenced the lecturers` job performance in colleges of education in north-west geopolitical zone, Nigeria with grand mean of 3.1 which is higher than the bench mark (2.5). this was also confirmed by the result of hypothesis one in Table 10 which showed that there was an influence between the in-service training and lecturers` job performance in colleges of education in north-west zone, Nigeria. The regression analysis test revealed

that the influence existed significantly on lecturers' job performance after the in-service training they acquired positively. This finding was in line with Peretomode and Peretomode (2001) who have identified the benefits of training and development of lecturers to include increase in knowledge, skills, and the development of positive attitude to work, increased personal and organizational productivity. This also is in line with (Fanny, 2001) who opined that tertiary institutions are also in constant flux and there are willing and unwilling lecturers to be trained and retrained on regular basis as globalization and the economy and competition for talents is becoming worldwide for the purpose to improve productivity.

The result of research question two in Table 7 revealed that in-service training influenced lecturers' workshops in colleges of education in north-west geo-political zone, Nigeria, with a grand mean of 2.9 which was higher than the bench mark (2.5). This was further confirmed by the result of hypothesis two in Table 11 which showed that there was an influence that existed between lecturers' workshops and their job performance in colleges of education in north-west zone, Nigeria. The regression analysis test revealed that significant influences exist between lecturers' workshop and their job performance positively. This findings was in line with Halepota (2005) who justify workshop as motivation to lecturers and sees it as "a person's active participation and commitment to achieve the prescribed results." Halepota further presents that the concept is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favourable results all the times better than motivational implication. Antomioni (2009) stated the amount of effort people are willing to put in their work depends on the degree to which they feel their motivational needs will be satisfied and how much training they received

The result of research question three in Table 8 revealed that seminar influenced lecturers' job performance in colleges of education in north-west geo-political zone, Nigeria with a grand mean of 2.9 which was higher than the bench mark (2.5). This was further confirmed by the test of hypothesis three in Table 12, which showed that there was an influence that existed between seminar training and lecturers' job performance in colleges of education in north-west geo-political zone, Nigeria significantly. The regression analysis test revealed that existed significantly influenced the lecturers' job performance in which the r-calculated value showed that seminar training influenced with a high 0.756; this could be as a result of lecturers' job performance earned.

The result of research question four in Table 9 revealed that intensive training influenced lecturers' job performance in colleges of education north-west geo-political zone, Nigeria with a grand mean of 2.8 which was higher than the bench mark (2.5). This was further confirmed by the test of hypothesis four in Table 13 which showed that there was an influence that existed between intensive training and lecturers' job performance in colleges of education in north-west geo-political zone, Nigeria significantly. The regression analysis test revealed that influence existed significantly on the lecturers' job performance in which the r-calculated value showed that intensive training influenced with a high 0.804; this could be as a result of lecturers' job performance earned. According to Nasio and Ali, (2003) opined that the teacher tries to give to the learner by word of mouth knowledge he possess while the learner tries to point down whatever he consider important. The teachers explain the facts, defining and describing. Intensive training has the advantage of enabling the teachers to cover a lot of materials in the shortest time. This study is in line with intensive training that improves lecturers' method of teaching in the classroom. Bloom, (2004) had a similar study and found that intensive training stimulate more active thinking and hence facilitates effective teaching and learning.

Gago, (2004) observed that intensive training is very effective in developing concepts and problem solving by lecturers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter discussed the summary, conclusion, and recommendations. It also discussed the contribution to knowledge and also made suggestions for further studies. The chapter is organised under the following subheadings.

- 1.1 Summary
- 1.2 Contribution to Knowledge
- 1.3 Conclusion
- 1.4 Recommendations
- 1.5 Suggestion for Further Study

5.1 Summary

This study was conducted to assess the influence of in-service training on lecturers' job performance in colleges of education in north-west zone, Nigeria. In order to meet these objectives four research questions were answered and, four null hypotheses were formulated and tested at an alpha value of 0.05 levels of significance. Literature related to the study was reviewed. The design of this study was a descriptive survey research design. A total of ninety (90) lecturers in colleges of education in north-west geo-political zone Nigeria, served as the population of the study. Based on this no sampling sizes were required for the study. Descriptive mean and standard deviation were used to answer the research questions and regression analysis tool was used to test the null hypotheses. The four research questions were answered as well as four null hypotheses were tested and these revealed that lecturers of colleges of education in north-west geo-political zone Nigeria improved their job performance as a result of in-service training they earned. From the four hypotheses formulated, hypothesis one, two, three, and four were rejected because r -calculated

value for each was greater than r-critical statistically. This showed that lecturers' job performance had improved as a result of in-service training. Based on the findings, recommendations were made among which is lecturers should be given in-service training whenever they required in order to improve their job performance.

5.2 Contribution to Knowledge

The study established that:

1. Conference had significant influence on the lecturers' job performance in colleges of education in north-west zone, Nigeria ($p = 0.000 < 0.05$). This has the highest influence because it had the highest cumulative mean of 3.1.
2. Workshop had significant influence on the lecturers' job performance in colleges of education in north-west zone Nigeria ($p = 0.000 < 0.05$), and had cumulative mean of 2.9.
3. Seminar had significant influence on lecturers' job performance in college of education in north-west zone Nigeria ($p = 0.000 < 0.05$), and also had a cumulative mean of 2.9. This showed that lecturers' workshops and seminar followed the lecturers' conferences in terms of influence on the job performance.
4. Intensive training had significant influence on lecturers' job performance in colleges of education in north-west zone Nigeria ($p = 0.000 < 0.05$). This had the least cumulative mean of 2.8 which signified that it had the lowest influence on the job performance.

5.3 Conclusion

Based on the findings of this study, it was concluded that, in-service training had tremendously influenced the lecturers' job performance as it significantly influenced lecturers' conferences, workshops, seminar, and intensive training in colleges of education north-west geo-political zone Nigeria. Therefore, since in-service training influence the

lecturer's job performance, their work enrichment will be increased and the sky will be at the limits of those who have undergone the training. It will also help them to improve in their classroom management handling tools and equipment as well as motivating students to perform effectively in the classroom.

5.4 Recommendations

The followings recommendations are hereby given as a result of the findings from the study:

1. In-service training should be given to every staff in colleges of education so as to improve their job performance as far as teaching and learning process is concerned.
2. There should be a provision of workshops for lecturers in order to improve their job performance and work effectively in colleges of education in north-west geopolitical zone Nigeria.
3. Management of colleges of education should organise a regular seminars to lecturers as it was found to have more influence on improving lecturers attitude` to research and moderating papers more effectively.
4. Intensive training should be established in colleges of education on a regular basis as globalisation and economy for talents is becoming worldwide for the purpose of improving the lecturers' productivities.

5.5 Suggestions for Further Studies

The studies is by no means exhaustive, the researcher therefore strongly suggest that further studies be carried out on the followings:

1. Influence of Information and Communication Technology on the effectiveness of lecturers job performance in colleges of education in north-west zone, Nigeria.
2. Influence of in-service training on the job performance of lecturers in colleges of education in North-East zone, Nigeria.

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APPENDIX I

LETTER OF INTRODUCTION



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.
FACULTY OF EDUCATION

VICE CHANCELLOR: Prof. Ibrahim Garba (B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.)

Telephone: 069-51755, 50692

HEAD OF DEPARTMENT: Professor A. A. Udoh (B.Ed. (Hons) Nsukka; M. Ed. & Ph.D. Bus Edu. [A.B.U.]

24th August, 2015

Your Ref: _____

Date: _____

Our Ref: M.ED/EDUC/23529/20112-2013

Letter of Introduction

AHMED ABDULLAHI TIJJANI – M.ED/EDUC/23529/2012-2013

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria, carrying out a research topic: **Influence of In-Service Training on the Job Performance of Lecturers in Colleges of Education in North-West Geo-Political Zone, Nigeria.**

Please, kindly give him every assistance he may require.

DEPT. OF VBC & TECH. EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA
Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II

QUESTIONNAIRE

Department of Vocational and Technical Education
Faculty of Education
Ahmadu Bello University,
Zaria.

Dear respondents

REQUEST OF COMPLETING A QUESTIONNAIRE

I am M. Ed student in Business education, Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. I am carrying out research on the topic "Influence of In-Service Training on the Job performance of Lecturers in Colleges of Education in North-West Zone, Nigeria.

You are therefore requested to kindly respond to the following questions. Your response will very much enhance the quality of this research.

Thank you.

.....
Abdullahi Tijjani AHMED

Appendix III

SECTION A

QUESTIONNAIRE

1. Highest educational qualification

a. Ph.D () b. Master () c. Bachelor Degree () d. HND ()

e. Others

specify.....

2. Area of specialization

a. Business Education () b. Business Administration ()

b. Secretarial Studies () d. Accountancy ()

e.

Others.....

.....

3. Present Rank:

a. Assistant Lecturer () b. Lecturer I () c. Lecturer II

d. Senior Lecturer () e. Principal Lecturer () f. Chief Lecturer ()

4. Years of teaching experience

a. 0-5 years () b. 6-10 yrs () c. 11-15yrs () d. 16yrs and above ()

Keys:

5. Strongly Agreed (SA) Agreed (A) Disagreed (D) Strongly Disagreed (SD)

SECTION B

Please read the following statement carefully and indicate your opinion about the statement by ticking in one of the boxes provided on the right hand side.

QUESTIONNAIRE ITEMS

<i>S/N</i>	<i>Items</i>	<i>SA</i>	<i>A</i>	<i>SD</i>	<i>D</i>
INFLUENCE OF CONFERENCE ON THE LECTURERS' JOB PERFORMANCE					
01	Lecturers gained an increase skills and knowledge from conferences.				
02.	Conferences develops lecturer's positive attitude to work.				
03.	Conference increases lecturer's personal and organizational productivity.				
04.	Lecturer's quality of service is increased from the conferences training.				
05.	Conference leads to the improvement of lecturer's morale.				
06.	Conference training inculcates into the lecturer's the sense of belongings.				
07.	Conferences reduces the lecture's absenteeism and turnover rate.				
08.	Conference training provides lecturer's with better co-ordination of both human and material resources within the institution.				
INFLUENCE OF WORKSHOP ON THE LECTURERS' JOB PERFORMANCE					
09.	Lecturers gain an increased skills and knowledge from the workshops.				
10.	Workshops training develops lecturers positive attitude to work.				
11.	Regular promotion of lecturers motivates them to undergo workshops.				
12.	Lecturers quality of service is increased from the workshops training.				
13.	Workshops training leads to the improvement of lecturers morale.				
14.	Availability of materials and equipments motivates lecturers to undergo workshops.				
15.	Workshops training reduces the lecturers absenteeism and turn-over rate.				
16.	Workshop training stimulates lecturers interest and increased their job performance in colleges of education.				
INFLUENCE OF SEMINAR TRAINING ON THE LECTURERS' JOB PERFORMANCE					
17	Lecturers gain an increase research attitude from the seminar.				
18	Lecturers do not acquire an increase skills of wrting research through seminar.				
19	Lecturers who have undergone seminar training moderate papers more effectively.				
20	Seminar training enhances the effectiveness of lecturers psper presentation.				

- 21 | Lack of seminar training contributes to the lecturers poor performance on the job.
- 22 | Lecturers who have undergone seminar training supervise students projects more effectively than those who did not.
- 23 | Seminar enhances the lecturers research attitude and development.
- 24 | Good research attitude acquired by lecturers through seminar training promotes and improved educational standard.

*INFLUENCE OF INTENSIVE TRAINING ON THE LECTURERS
JOB PERFORMANCE*

- 25. | Lecturers acquired additional method of teaching through intensive training.
- 26. | Lack of intensive training contributes to the poor method of teaching.
- 27. | Intensive training does not provide lectures with additional method of teaching.
- 28. | Lecturers who have undergone intensive training use various method of teaching in the class.
- 29. | Lecturers who have undergone intensive training are not efficient in the classroom.
- 30. | Lecturers do not acquire additional method of teaching through intensive training.
- 31. | Lack of intensive training contributes to the lecturers poor methodology.
- 32. | Teaching methodology acquired through intensive training promote improved educational standard.