

Staff Training, Library Provision and Students' Admission Policy as Predictorsof Lecturers' Job Performance in Colleges of Education, Cross River State, Nigeria

Abstract

The study examined the predictive influence of staff training, library provision, and students' admission policy on lecturers' job performance in Colleges of Education in Cross River State, Nigeria. A correlational survey design of the ex-post facto type was adopted, with a population of 485 academic staff from the College of Education, Akamkpa, and the Federal College of Education, Obudu. The census method was used, and data were collected using researcher-developed questionnaires titled "Staff Training, Library Provision, and Students' Admission Policy Questionnaire" and "Lecturers' Job Performance Questionnaire." The instruments were validated by experts and had reliability coefficients ranging from .70 to .89 using Cronbach's Alpha. Data were analyzed using simple linear regression at the 0.05 level of significance. Findings revealed that staff training significantly predicted lecturers' job performance, with an R-value of .086 and an R^2 of .007, indicating that staff training accounted for about 0.7% of the variation in lecturers' job performance ($F=4.280$, $p=0.039$). Similarly, library provision significantly predicted lecturers' job performance, with an R-value of .084 and an R^2 of .007, accounting for about 0.7% of the variation ($F=4.120$, $p=0.043$). Students' admission policy also significantly predicted lecturers' job performance, with an R-value of .093 and an R^2 of .009, accounting for about 0.9% of the variation ($F=5.076$, $p=0.025$). In all three cases, the null hypotheses were rejected. The study concluded that staff training, library provision, and students' admission policy were significant predictors of lecturers' job performance, though their contributions to the variation in performance were relatively small. It was recommended that Colleges of Education in Cross River State should

Research Article

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strengthen staff training programs, improve library resources, and ensure that admission policies are based on clear academic standards to enhance lecturers' effectiveness and overall institutional outcomes.

Keywords: Staff training; Library provision; Students' admission policy; Lecturers' job performance.

Introduction

Colleges of Education in Nigeria occupy a strategic position in the country's educational system as primary institutions for the training of qualified teachers at the basic and junior secondary levels. Their establishment was rooted in the national goal of developing high-level manpower that can contribute meaningfully to socio-economic growth, foster national values, and enhance intellectual capacity for understanding both local and global contexts (Federal Republic of Nigeria (FRN), 2013). To achieve this, the National Policy on Education mandates that Colleges of Education provide professional training designed to prepare teachers for effective classroom performance, encourage inquiry and creativity, and strengthen commitment to national

development objectives (FRN, 2013).

Despite this mandate, the quality of teacher education in Nigeria has come under increasing scrutiny due to perceived declines in academic standards across all levels of education. Scholars and stakeholders have expressed concern over the deteriorating competence of college graduates, particularly in literacy, numeracy, and practical skills, which directly undermines the core objectives of teacher training institutions [1, 2]. This situation has prompted closer examination of the institutional factors that influence lecturers' job performance, since lecturers serve as the direct link between policy objectives and classroom outcomes.

Three basic institutional variables have emerged as critical predictors of lecturers' job performance: staff training, library provision, and students' admission policy. Staff training is essential for sustaining lecturers' professional competence, updating pedagogical practices, and fostering research productivity. Continuous training equips lecturers with modern instructional strategies and subject-matter expertise, which are necessary for effective knowledge delivery [3]. However, many Colleges of Education in Nigeria lack structured and sustained training programs, leading to stagnation in teaching quality and reduced institutional productivity.

Library provision also plays a fundamental role in supporting the academic functions of lecturers. A well-equipped library with current resources provides lecturers access to relevant literature, research materials, and instructional aids that enhance teaching and scholarship [4]. Conversely, inadequate library facilities, outdated collections, and poor maintenance limit lecturers' ability to prepare comprehensive lectures, conduct research, and guide students effectively. This resource gap contributes to overreliance on outdated lecture notes and reduces the overall quality of instruction.

Students' admission policy further influences lecturers' job performance by determining the academic preparedness of the student population. When admission is based on merit and clearly defined academic standards, lecturers are able to engage students at an appropriate intellectual level and achieve

desired learning outcomes. However, when admission processes are compromised by political interference, favouritism, or quota-based considerations, Colleges often admit students with weak academic backgrounds [5]. This creates additional instructional challenges for lecturers, increases workload, and diminishes the effectiveness of teaching and assessment.

Although agencies such as the Tertiary Education Trust Fund (TETFund) have intervened to improve infrastructure and funding in public tertiary institutions, the internal management of academic processes remains crucial for achieving institutional goals [3]. In Cross River State, Colleges of Education serve as the main source of teacher supply for the basic education sector, making the performance of their lecturers central to the quality of education at the foundational level. Therefore, it is imperative to examine the extent to which staff training, library provision, and students' admission policy predict lecturers' job performance in Colleges of Education in Cross River State. The findings will provide empirical evidence to guide policy formulation, institutional planning, and quality assurance practices aimed at strengthening teacher education in the State, Nigeria.

Statement of the Problem

Lecturers' job performance in Colleges of Education plays a significant role in determining the quality of teacher education and the competence of teachers produced for the basic education sector. This performance generally reflects how effectively lecturers carry out their responsibilities in teaching, research, curriculum delivery, and student assessment. However, there appear to be indications of declining academic standards and reduced quality of graduates from some Colleges of Education in Cross River State, which may suggest challenges in lecturers' effectiveness in fulfilling their roles. This situation may be connected to certain institutional conditions that could influence how lecturers perform their duties. For instance, staff training is often expected to enhance lecturers' teaching skills and research capabilities, yet the availability and consistency of such training programs in some Colleges of Education may be limited. If training opportunities are irregular or inadequate, lecturers might continue to rely on conventional

teaching methods that may not fully align with current educational demands. Similarly, library provision is considered important for supporting teaching and research activities. In many Colleges of Education, library resources may be insufficient or outdated, which could restrict lecturers' access to current academic materials and affect their ability to prepare comprehensive lectures and engage in scholarly work. This limitation may have implications for the depth and quality of instruction provided to students. In addition, students' admission policy might also shape the academic environment within which lecturers operate. When admission processes are influenced by non-academic considerations, there is a possibility that students with limited academic preparedness may be admitted. This could increase lecturers' instructional workload and potentially affect their capacity to achieve the intended learning outcomes. While government interventions have contributed to infrastructure development in some tertiary institutions, it is possible that internal institutional factors such as staff training, library provision, and students' admission policy may still play a role in shaping lecturers' job performance. Given this, the study seeks to explore the extent to which staff training, library provision, and students' admission policy may predict lecturers' job performance in Colleges of Education in Cross River State, Nigeria.

Purpose of the study

This study examined staff training, library provision, and students' admission policy may predict lecturers' job performance in Colleges of Education in Cross River State, Nigeria. Specifically, the study sought to:

- i. Examine the extent to which staff training predicts lecturers' job performance of Colleges of Education in Cross River State
- ii. Investigate the extent to which library provision predicts lecturers' job performance of Colleges of Education in Cross River State
- iii. Examine the extent to which students' admission policy predicts lecturers' job performance of Colleges of Education in Cross River State

Research questions

The following research questions were posed to direct the study;

- i. To what extent does staff training predict lecturers' job performance of Colleges of education in Cross River State?
- ii. What is the extent to which library provision predicts lecturers' job performance of Colleges of Education in Cross River State?
- iii. To what extent does the admission policy predict the lecturer's job performance of Colleges of Education in Cross River State?

Statement of null hypotheses

The following null hypotheses are formulated to be tested at .05 alpha level of significance

- i. Staff training does not significantly predict lecturers' job performance of Colleges of Education in Cross River State
- ii. Library provision does not significantly predict lecturers' job performance of Colleges of Education in Cross River State
- iii. Students' admission policy does not significantly predict lecturers' job performance of Colleges of Education in Cross River State

Literature Review

Staff Training and Lecturers' Job Performance

In-service training is often viewed as a means of updating lecturers' skills and knowledge to meet changing demands in the education sector. It may help lecturers stay relevant by strengthening their subject mastery, instructional methods, and capacity to respond to new challenges in teaching and learning. Through regular training, lecturers may develop greater confidence in their roles, improve classroom management, and adopt more effective teaching practices. This could contribute to better organization of instructional activities and improved student engagement. Training may also enhance lecturers' ability to make informed decisions and apply more efficient work-related practices in their daily responsibilities. For institutions, employees who receive consistent training tend to maintain higher levels of commitment and may remain

in their roles for longer periods compared to those without such opportunities. In the context of Colleges of Education, the absence of structured training could leave both new and experienced lecturers with gaps in knowledge and skills that might affect their overall job performance. Empirical studies in Nigeria and beyond suggest that training and retraining programs may have a positive relationship with teachers' and lecturers' productivity. Some findings indicate that participation in workshops, seminars, and conferences may be associated with improved subject knowledge, classroom management, and evaluation practices. Other research points to a possible link between staff development and lecturers' competence and effectiveness, while also noting that early career support and continuous professional development could influence retention and performance. However, variations exist across contexts in terms of study design, population, and measurement approaches, which may account for differences in outcomes.

Library Provision and Lecturers' Job Performance

The academic library is often regarded as a central resource in higher education, supporting teaching, learning, and research activities. It may serve as a repository of knowledge by providing access to books, journals, reference materials, and multimedia resources that lecturers can use in preparing lectures and guiding students. Adequate library resources might also enable lecturers to maintain accuracy and credibility in their academic work while fostering intellectual growth among students. However, several studies suggest that library facilities in many Nigerian tertiary institutions may be inadequate in terms of accommodation, funding, and availability of relevant materials. Poor infrastructure and limited access to current information resources could restrict lecturers' ability to prepare quality lectures or conduct research effectively. In some cases, library staff may also lack the requisite qualifications, which may further affect the delivery of library services. When library provision is weak, lecturers may depend heavily on outdated materials, which could limit the scope and depth of instruction. On the other hand, improved funding and better training of library staff may enhance the role of libraries in supporting academic activities and

lecturers' overall performance.

Students' Admission Policy and Lecturers' Job Performance

Admission policy is an important component of educational planning, as it determines the quality and preparedness of students entering tertiary institutions. The policy typically outlines the criteria and procedures for student enrolment, often considering factors such as academic qualifications and institutional carrying capacity. When admission is based on clear academic standards, lecturers may find it easier to engage students at an appropriate level and achieve learning objectives. Conversely, where admission processes are influenced by non-academic factors such as quota systems, catchment areas, or other preferential considerations, institutions may admit students with varying levels of academic readiness. This situation could increase lecturers' instructional workload, as more time might be required for remedial teaching rather than advanced instruction. Some studies suggest that such admission practices may have an impact on students' academic performance, which in turn could affect lecturers' effectiveness in delivering their responsibilities. In addition, the management of educational resources and academic staff development within Colleges of Education may also influence how well lecturers perform their roles. When resources are limited or career development opportunities are minimal, lecturers may face challenges in sustaining high levels of job performance.

Research Method

The study adopted a correlational survey design of the ex-post facto type. The correlational survey design was used to examine the relationship between the independent variables and the dependent variable without manipulating any of the variables. It was considered appropriate because it allowed for the systematic description of attitudes, opinions, and characteristics of the population, and enabled inferences to be drawn from the sample to the population. Data were primarily collected through questionnaires, which provided respondents the opportunity to express their views openly and honestly. The population of the study consisted of all 485 academic staff in Colleges of Education in Cross

River State. Records obtained from the Office of the Registrar at the College of Education, Akamkpa, and the Federal College of Education, Obudu, in 2023 indicated that the College of Education, Akamkpa, had 184 academic staff, while the Federal College of Education, Obudu, had 301 academic staff. Given the manageable size of the population, the census method was adopted, and all 485 academic staff were included in the study. The instrument for data collection was a researcher-developed questionnaire titled "Staff Training, Library Provision, and Students' Admission Policy Questionnaire (STLAPQ)" and "Lecturers' Job Performance Questionnaire (LJPQ)." The instrument was divided into three sections. Section A captured the demographic characteristics of respondents, including institution, gender, rank, age, academic qualification, and years of work experience. Section B contained 30 items measuring the independent variables, with six items each for staff training, library provision, and students' admission policy. Section C contained 30 items measuring lecturers' job performance. Responses were rated on a modified four-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). To establish validity, the questionnaire was subjected to face and content validation by three experts in Measurement and Evaluation from the Faculty of Education, University of Calabar. Out of the initial 50 items, four were dropped due to lack of clarity, six were restructured, and 40 items were retained as relevant and unambiguous for the study. Reliability of the instrument was determined through a pilot test conducted with 50 academic staff from Akwa Ibom State College of Education, who were not part of the main study. Data obtained were analyzed using Cronbach's Alpha reliability coefficient. The

reliability coefficients ranged from .70 to .89, indicating a high level of internal consistency and stability of the instrument. The hypotheses formulated for the study were restated in line with the research objectives, and the independent and dependent variables were clearly identified. Simple regression analysis was specified as the appropriate statistical tool for testing the hypotheses at the 0.05 level of significance.

Results and Discussion

Test of Null Hypotheses

The stated hypotheses for the study were tested at .05 alpha level. The decision rule was that the null hypothesis was rejected if the p-value associated with the computed test statistic was less than .05, but retained if otherwise. Hypothesis one was tested with a population t-test and hypotheses two to six were tested with Simple Regression Analysis, while hypothesis nine was analysed using Multiple Linear Regression Analysis. The results are presented in (Table 1).

Hypothesis one

Staff training does not significantly predict lecturers' job performance of Colleges of Education in Cross River State. To test this hypothesis of the study, simple linear regression analysis was employed with staff training as the predictor (independent) variable and lecturers' job performance as the criterion (dependent) variable. The choice of simple linear regression is because the independent and dependent variables are measured continuously and the researcher sought to predict these two variables. The results obtained from the test statistical analysis are summarised and presented in (Table 1).

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.086	.007	0.006	32.43460		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	4502.678	1	4502.678	4.280*	0.039
Residual	611213.943	581	1052.003		
Total	615716.621	582			
Group	Unstandardized Coefficients B	Std. Error	standardized Coefficients Beta	t-value	p-value
(Constant)	39.483	4.416		8.940*	0.000
Staff training	0.592	0.286	0.086	2.069*	0.039
*p<.05					

Table 1. Regression of lecturers' job performance on staff training

(Table 1) provides an interpretation of the results from the simple linear regression analysis of staff training and lecturers' job performance. An R-value of .086 was obtained, resulting in an R-squared value of .007. This implies that the variation in staff training can account for about 0.7% of the total variation in lecturers' job performance; thus, the p-value (0.039) associated with the computed F-value (4.280) is less than 0.05. As a result, the null hypothesis was rejected. This means that the staff training significantly predicts lecturers' job performance with both the regression constant (39.483) and coefficient (.592) making a significant contribution to the prediction model ($t=8.940$ & 2.069 respectively, $p=0.000 < 0.05$). The mathematical relationship of the regression model is depicted by

the following equation $y=39.483+0.592x$ thus, x =staff training and y =lecturers job performance.

Hypothesis two

Library provision does not significantly predict lecturers' job performance of Colleges of Education in Cross River State. To test this hypothesis of the study, simple linear regression analysis was employed with library provision as the predictor (independent) variable and lecturers' job performance as the criterion (dependent) variable. The choice of simple linear regression is because the independent and dependent variables are measured continuously and the researcher sought to predict these two variables. The results obtained from the test statistical analysis are summarized and presented in (Table 2).

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.084a	0.007	0.005	32.43904		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	4335.422	1	4335.422	4.120*	0.043
Residual	611381.199	581	1052.291		
Total	615716.621	582			
Group	Unstandardized Coefficients B	Std. Error	standardized Coefficients Beta	t-value	p-value
(Constant)	39.456	4.506		8.756*	0.000
Library provision	0.590	0.291	0.084	2.030*	0.043
* $p<.05$					

Table 2. Regression of lecturers' job performance on library provision

(Table 2) provides an interpretation of the results from the simple linear regression analysis of library provision and lecturers' job performance. An R-value of .084 was obtained, resulting in an R-squared value of .007. This implies that the variation in library provision can account for about 0.7% of the total variation in lecturers' job performance; thus, the p-value (0.039) associated with the computed F-value (4.280) is less than .05. As a result, the null hypothesis was rejected. This means that the library provision significantly predicts lecturers' job performance with both the regression constant (39.483) and coefficient (0.592) making a significant contribution to the prediction model ($t=8.940$ & 2.069 respectively, $p=0.000 < 0.05$). The mathematical relationship of the regression model is depicted by the following equation: $y = 39.483 +$

$0.592x$, thus, x =library provision and y =lecturers job performance.

Hypothesis three

Students' admission policy does not significantly predict lecturers' job performance of Colleges of Education in Cross River State. To test this hypothesis of the study, simple linear regression analysis was employed with students' admission policy as the predictor (independent) variable and lecturers' job performance as the criterion (dependent) variable. The choice of simple linear regression is because the independent and dependent variables are measured continuously and the researcher sought to predict these two variables. The results obtained from the test statistical analysis are summarized and presented in (Table 3).

R	R Square	Adjusted R Square	Std. Error of the Estimate		
0.093	0.009	0.007	32.41257		
Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	5332.613	1	5332.613	5.076*	0.025
Residual	610384.008	581	1050.575		
Total	615716.621	582			
Group	Unstandardized Coefficients B	Std. Error	standardized Coefficients Beta	t-value	p-value
(Constant)	39.587	4.046		9.784*	0.000
Students' admission policy	0.614	0.272	0.093	2.253*	0.025
*p<.05					

Table 3. Regression of lecturers' job performance on students admission policy

(Table 3) provides an interpretation of the results from the simple linear regression analysis of students' admission policy and lecturers' job performance. An R-value of .093 was obtained, resulting in an R-squared value of .009. This implies that the variation in students' admission policy can account for about 0.9% of the total variation in lecturers' job performance; thus, the p-value (0.039) associated with the computed F-value (5.076) is less than .05. As a result, the null hypothesis was rejected. This means that the students' admission policy significantly predicts lecturers' job performance with both the regression constant (39.587) and coefficient (0.614) making a significant contribution to the prediction model ($t=9.784$ & 2.253 respectively, $p=0.000 < .05$). The mathematical relationship of the regression model is depicted by the following equation $y=39.587) +0.614x$ thus, x =students' admission policy and y =lecturers job performance.

Discussion of Findings

The finding of the study was tested hypothesis-by-hypothesis as shown

Staff training and lecturers' job performance

The finding showed that staff training significantly predicts lecturers' job performance of Colleges of Education in Cross River State. This is because academic staff, when equipped with diverse skills through continual training, exhibit enhanced proficiency in executing their responsibilities across teaching, research, and community service programmes. Through a comprehensive review of publications, we discerned a pivotal relationship between consistent academic staff training and heightened job

performance. The findings underscore the positive impact of training on the effective implementation of teaching, research, and community service programs by academicians. The present finding agrees with the study of Eze [6] Fejoh and Faniran [7] findings, which showed that in-service training and staff development had insignificant combined effects but significant relative effects on workers' optimal job productivity. Also, Ekpoh, Edet, and Nkama [8] and Musa [9] findings of the study revealed that teachers' performance was positively impacted through regular in-service training, workshops, and seminars and mentoring. Also aligning with the present study was that of Morris, Gorard, Kokotsaki and Abdi [10] and Fadeyi, Sofoluwe and Gbadeyan [11] findings indicated that there is a significant relationship between teachers' salary, in-service training, promotion and students' academic performance. Finally, Mollel, Mulongo and Razia [12] findings of this study highlight the fact that performance appraisal tools, such as recognition and feedback related to employees' performance and indeed influence employee productivity in the organisation, while training and development and promotion did not have a significant effect on employee productivity.

Library provision and lecturers' job performance

It was found that library provision significantly predicts lecturers' job performance of Colleges of Education in Cross River State. The finding is in this regard because library provision and lecturer performance are intrinsically linked in higher education, with libraries serving as crucial information hubs that support teaching, learning, and research, thereby

enhancing lecturers' ability to effectively perform their jobs and develop professionally. Libraries acquire, organise, and disseminate information, offer resources and training which directly contribute to lecturers' effectiveness in the classroom and their scholarly endeavours. Libraries provide access to a vast array of academic resources, including books, journals, databases, and digital content, which are essential for lecturers to prepare lectures, conduct research, and stay updated in their fields. Librarians teach students and staff vital information retrieval and evaluation skills, which are crucial for effective research and learning, indirectly supporting lecturers in their job as educators. Libraries are central to research activities, offering support for literature reviews, data collection, and access to scholarly databases, which help lecturers conduct their research and contribute to the academic discourse. The findings are in harmony with those of Udofot and Dachaba [13] findings highlight lack of accommodation, inadequate funding in school libraries in Nigeria, as well as inadequate provision of library resources and services, amongst others, as factors retarding the development of school libraries. Also,

Students' admission policies and lecturers' job performance

The findings revealed that students' admission policies significantly predict lecturers' job performance. Thus, student admission policies significantly influence the quality and performance of academic staff by impacting the incoming student body, while lecturers' job performance is crucial for achieving educational goals and is influenced by various factors, including their motivation, training, and institutional support. Admission policies that prioritise merit and suitability can lead to students who are better prepared, more engaged, and less likely to struggle or drop out, creating a more conducive environment for lecturers to effectively teach and supervise. Well-defined admission policies can help minimise student wastage (e.g., dropping out or failing), which can be a significant drain on resources and lecturer time, allowing for more focused academic efforts. Effective admission processes contribute to the overall quality of graduates produced by an institution, aligning with the university's mission and objectives. The finding is in

alignment with that of Israel and Isreal (2014) findings of the study showed that whereas some stipulated admission guidelines were being implemented to a high degree, the level of implementation of others was low.

Conclusion

The need for enhanced job performance among lecturers cannot be compromised where Lecturers are empowered to strive for effective job performance because their performance directly impacts the quality of education, student learning outcomes, and the overall success of higher education institutions. Effective lecturers are crucial for delivering quality instruction, implementing curriculum, shaping the intellectual and social environment of the campus, and fulfilling the university's core functions of teaching, research, and community service. It is therefore effective lecturers possess strong subject matter knowledge, can design and deliver engaging instruction, manage classrooms well, and utilise assessment to improve teaching, all of which contribute significantly to student learning and academic success. In conclusion, Quality assurance (QA) is essential because it ensures products and services meet defined standards, fostering student satisfaction and effective productivity, reducing costs associated with defects, and improving overall operational efficiency. Conclusively, conducting regular assessments of academic programmes is crucial because it ensures that products, services, and processes consistently meet high standards, leading to student satisfaction, improved efficiency, reduced costs, enhanced competitiveness, and compliance with regulations.

Recommendations

From the findings of this study, the researcher wishes to make the following recommendations:

1. To ensure effective staff training, the college management should foster a culture of continuous learning by ensuring that academic staff attend conferences and seminars aimed at improving their knowledge, while junior academic staff should be sponsored to acquire higher degrees in relevant fields.
2. Governments can ensure adequate library

provision by providing consistent and sufficient funding, establishing comprehensive national library policies, investing in technology and digital infrastructure, and supporting the professional development of librarians.

3. Governments and policymakers should ensure fair and effective student admission policies by implementing clear criteria, promoting transparency, and addressing issues of equity and access through various mechanisms, including merit-based systems, revised quota systems, and financial aid programmes.

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