ASSESSMENT OF TEACHERS' TRAINING IN UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN KATSINA STATE, NIGERIA

BY

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M.Ed/EDUC/44039/2012-2013

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,

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ZARIA

JANUARY, 2018

DECLARATION

I hereby declare that this Dissertation titled "Assessment of Teachers' Training in Universal Basic Education Programme in Katsina State, Nigeria" was written by me in the Department of Educational Foundation and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. E.I. Makoju and Dr. A.M. Jumare has never been presented elsewhere for the award of any degree programme at any university. All materials used in this research work were dully acknowledged as indicated in the reference. I take responsibility for any error resulting from any form of misrepresentation and interpretation of data.

_____ _____

MAIFADA, Nuhu Ibrahim **Date**

CERTIFICATION

This Dissertation titled "Assessment of Teachers' Training in Universal Basic Education (UBE) Programme in Katsina State, Nigeria" by Maifada Nuhu Ibrahim meets the regulations governing the award of Masters of Education in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge.

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DEDICATION

This research work is dedicated to my unforgettable parents Alhaji Ibrahim Maifada and Hajia Sabuwa (Hauwa) Saleh, to my caring wife Murjanatu Nuraddeen Saminu and our little daughter Aisha who was born on the night of my final exams.

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ABSTRACT

This study is aimed at assessing teachers training in Universal Basic Education (UBE) programme in Katsina State. The objectives of the research were to examine the level of In-service training programme for UBE teachers in Katsina State, find out the level of Workshop programme for UBE teachers in Katsina State, ascertain the level of Mentoring programme among UBE teachers in Katsina State. Also, the research questions and hypotheses were developed according to the objectives. The study assumed that all teachers under UBE programme in Katsina State have equal opportunity of attending in-service training programme, adequate funds were made available for sponsoring UBE teachers to attend conference, there is high level of commitment from stakeholders with regards to mentoring exercise for UBE teachers in Katsina State. Descriptive survey research was used for the purpose of the study, under which the opinions of 494 respondents were sampled through questionnaire instrument out of a target population of 2,956 teachers from 136 schools and 250 education managers. A sample population of 152 education managers were randomly selected which comprise of head teachers, KTSUBEB officials, LEA officials and supervisors, and 342 teachers were equally sample from Katsina and Mani education zones. A total of 434 copies of questionnaire were filled and returned, 313 from the side of the teachers, while 121 were returned from the side of the education managers. t-test statistical tool was used to analyzed the data. The research finds out that there is no significant difference on the opinion of both respondents that the level of in-service training programme for UBE teachers in Katsina State is not satisfactory, workshop programme for UBE teachers were below average, mentoring programme for UBE teachers is poor. The study recommended the provision of more in-service training opportunities for all teachers without discrimination, that the contents of workshop programme should reflect issues that are suitable to the skills needed at work using modern technology, as well as enhancing mentoring exercise among UBE teachers through effective supervision and monitoring of all UBE schools.

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ABBREVIATIONS

KTSUBEB – Katsina State Universal Basic Education Board

UBEC – Universal Basic Education Commission

NCE – Nigeria Certificate in Education

MDG- Millennium Development Goals

SSCE- Senior School Certificate Examination

UKAID- United Kingdom Agency for International Development

DFID- Department for International Development

UNICEF- United Nations Children and Education Fund

UNESCO- United Nations Education, Scientific and Cultural Organization

USAID- United State Agency for International Development

UPE- Universal Primary Education

B. Ed - Bachelor of Education

B.A- Bachelor of Art

HND- Higher National Diploma

ND- National Diploma

LEA Local Education Authority

OPERATIONAL DEFINITION OF TERMS

Assessment-The act of making a valid judgement or deciding the value and quality of something

Teacher Training- This is a systematic process of developing teachers skills and knowledge

UBE Programme- A nine (9) years un-interrupted basic education given to a child

In-service- This involves the official release of a staff for the purpose of acquiring additional educational qualification

Workshop- This is a short gathering that is geared towards updating the knowledge of participants

Conference- An intellectual large gathering that involves paper presentation with the view of addressing some emerging challenges

Mentoring- This a systematic process of assisting less experience staff towards handling complex issues at work place

Seminar- This is a short meeting devoted to discussions of specialized topic in which ideas are shared

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Katsina State was created on September 27th, 1987 out of the former Kaduna State. The ancient city of Katsina was chosen to be the State Capital. The State has a total number of 34 Local Government Area Councils. It has a population of about 5,801,584 people according to 2006 census figures. Katsina State has two traditional Emirate Councils namely Katsina Emirate Council and Daura Emirate Council.

The vegetation of the State spreads across three ecological zones: its extreme northern fringes lie on the Arid Zone of Sahel; the vast tropical grasslands of the Sudan Savannah from the north through to most of the south and then the Guinea Savannah on the southern margins. The rainfall ranges between 640mm in the extreme north to 1056mm towards the south, occurring annually with district wet and dry seasons in May-September and October-April respectively. It has an average temperature range of 21and 30 degrees Celsius.

Katsina State is boarded by Zamfara State to the west, Kaduna State to the south, Jigawa and Kano States to the east and Niger republic to the north. Katsina State covers a total land area of about 24,192sq km. About 97% of the State population is Hausa-Fulani by tribe and Muslim by religion. Its land area is flat and it is upland area, the texture and colour of the soil varies from sandy, sandy loam and clay soil which is very fertile for agricultural production of crops such as millet, guinea corn, maize, cotton, beans, groundnuts as well as conducive atmosphere for animal rearing. (Katsina State Handbook, 2007).

Quality of teachers is a major determinant of the quality of education, because no education system can rise above the quality of its teachers. Hence the need for teachers' skills to be molded towards promoting active learning at the primary and junior secondary school level, and this could be regarded as one of the greatest challenge for teacher educators and policy makers. Primary education is particularly important as it is the foundation on which any further education is erected therefore, teachers must be retooled (Tahir, 2003).

Teacher and teaching are both concepts that refers to human person and his strategies to impart positive behavioral changes in another individual. Incidentally, the concepts have been grossly abused in Nigeria to give the impression that everyone can be a teacher and that any process of communication in the classroom amount to teaching (Ajoa, 2011). The aims and objectives of teacher education as enshrined in the National Policy on Education (FRN, 1998) are:

1-To produce highly motivated consciences and effective classroom teachers for all levels of the education system;

2- encourage the spirit of enquiry and creativity in the teacher;

3- enhance teachers commitment to the teaching profession;

4- help teachers fit into the social life of the society and,

5- provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to any changing situation in country and world at large.

The UBE programme is a nine (9) year basic educational programme which made a provision of six (6) years in primary school and three years in junior secondary without interruption. The financing of the UBE programme is a responsibility of the States and Local governments. However, the Federal Government also contributes 2% of its consolidated

revenue fund. For States to fully benefit from the fund, criteria were established which States are to comply, for each State to access the UBE funds, it most deposit 50% as counter-fund funds.

According to the UBE Act of 2004 provides for the establishment of the UBE and subsequently the States follow suit with the establishment of States UBEB. The UBEC was established as a world class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education in Nigeria. It is also to operate as an intervention coordinating and monitoring agency to progressively improved the capacity of States, Local government and communities in the provision of unfettered access to high qualitative basic education in Nigeria. The objectives of the UBE programme according to the UBE Act of 2004 are to:

1- Ensure unfettered access to nine years of formal basic education;

2- provision of free universal basic education for every Nigerian child of school age;

3- reducing drastically the incidence of drop-out from the formal school system through improved relevance, quality and efficiency and,

4- ensuring the acquisition of appropriate levels of literacy, numeracy, manipulation, communication and life skills as well as the ethnic, moral and civil values needed for laying a solid foundation for life-long learning.

With the view of achieving these objectives, the Federal Government in 2006 embarked upon mass teachers' employment for the purpose of achieving the UBE objectives. Under the scheme, 40,000 NCE holders were employed to participate in the scheme for two years which ended in October, 2008. UBEC enlisted 34,000 fresh participants in January, 2009 the 36

States of the federation and FCT have absorbed 27,000 products of the first batch into their workforce.

According to KTSUBEB statistic report (2014), Katsina State is having a total number of 19,500 UBE teachers, out of which 14,806 were male and are 4,694 females. It is believed that human beings have value and such value depreciates over a period of time. Observation shows that despite the existence of a quality assurance unit under the UBE scheme the level of teachers training and re-training were found to be very low, this could be ascertain when compare with the performance of their students in some external examinations .There were also many arguments on the best way to assess teachers performance as well as the most suitable and effective method of training and re-trainning teachers under the UBE programme. Dikko (2014) opined that, the best way to benefit and preserve teachers value is through effective staff development programmes.

One of the key concerns of actors in education is on how to update the enthuastiatic teachers in the discharge of their duties and in particular in promoting successful learning in their own context (Misbahu, 2016). Researches on teacher's development shows that, the quality of teachers had much impact on the children's learning, as well as on effective teaching incentives, evaluations, supervisions and management issues. Osinbajo (2016) stressed that "teacher education must be changed radically; it must become technologically driven in order to develop education in Nigeria". Adamu (2016) submitted that, much need to be done to enhance teachers capacity in service delivery, the provision of teaching materials and infrastructure must be complimented with adequate measures of motivation through good welfare package and effective development programmes.

Staff training therefore, is regarded as one of keys towards effective staff motivation and retention. Observation shows that thousands of teachers are yet to register with the Teachers Registration Council of Nigeria (TRCN). This assertion was confirmed by the statistic release by the TRCN in early 2016 that only about 1.5million teachers teaching nationwide were registered as certified and qualified teachers, thus thousands teaching under UBE programme were not qualified to teach (Dikko, 2016).

The level of teachers training in Nigeria has become a very critical topic of discussion among stakeholders, observation shows that some State Governments were rejecting NCE certificates obtained through in-service training programme and refused to employ teachers with NCE certificate obtained from NTI through its distance learning programme, while others embarked on conducting proficiency test and exams for UBE teachers all with view of ascertaining the level of their training, knowledge, experience, skills and competency. But the arguments still remains on what and how best can the level of teachers training be improved, some were of the opinion that poor service delivery by teachers is a product of wide range of problems that includes; poor employment process, condition of service,, welfare, dilapidated infrastructure, inadequate teaching, writing and reading materials, insufficient funds etc. Others were of the view that teachers training programmes must be targeted to improve and transform the cognitive, affective and psycho-motive domains of the teachers. Therefore, assessment of UBE teachers training programme must involve the use of different and multiple methodologies. Anwukah (2017) while assessing the level of teacher training in Nigeria concludes that " there is no point saying that those candidates going for teacher training institutions should have 100 marks in the unified Tertiary institution Exams (UTME). Rather, those going for teaching should have scored 200 and above, let's bring the cut-off up so that quality persons can take over the teaching profession, we have to re-think teacher training, recruitment and teacher qualification in the this country".

Unfortunately, much have not been done towards the success of UBE teachers training programme in Katsina State as observed. Hence there is the need to put in place strategies for enhancing ongoing professional development programmes for the UBE teachers in Katsina State through effective staff development programmes such as in-service, workshop, seminar, conference and mentoring.

1.2 Statement of the Problem

The actual manpower required in achieving the UBE objectives and that of school education in Katsina State and Nigeria at large require sufficient development programmes in order to perform their duties effectively and professionally. Therefore, the expectation is that these teachers will be engaged in various development programmes such as In-service training, In-house workshop, Seminars etc. When teachers do not acquire the necessary training and development skills and knowledge for the execution of their job, the obvious results could be improper and amateur handling of the job which ultimately results to poor job performance and no teacher will be happy if he is not performing up to standard.

Educators, teachers, parents, curriculum experts and the general public have decried on poor performance of pupils and students in external examinations over the years, while some accuses the teachers and the learners, others put the root of the problem to government for the inconsistency between policy and practice with particular reference to funding education sector. The UNESCO International standard of 26% of developing countries annual budget to education sector is far from reality in Nigeria. Despite this accusation on the government over inadequate funding, building infrastructure would not be enough, as rightly observed by Ajoa (2011) “no matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service training for teachers will continue to fill these gaps and will be systematically planned so that success will be recorded”.

Poor quality of teaching and learning are a deterrent to development of education in any State. It has been observed that some UBE teachers in Katsina State are yet to meet the minimum certification for teaching (NCE) and the acute shortage of qualified teachers in the State necessitated the employment of B.A, B.Sc and Diploma certificate holders. It is obvious that they need to be provided with continuous professional development and support in order to bring them to the minimum acceptable standard in teaching profession. (Imam, 2007)

Imam (2007), explained that since the introduction of the UBE scheme in 1999 as well as the full take up of the programme in 2004, one of the greatest challenge facing the smooth running of the programme has being the acute shortage of qualified manpower who are responsible for the implementation of the UBE curriculum at the classroom level. Upon all these challenges, Katsina State has performed far beyond expectation in terms of providing the necessary infrastructural facilities and instructional materials for the purpose of achieving the UBE objectives. This success could be attributed to the timely release of =N=500million intervention funds given annually to the board by the State Government (Imam, 2007).

It has also been observed that political interference, bias and nepotism were among the factors militating against staff development programme for UBE teachers in Katsina State. It is obvious that the UBE scheme was lunched by a civilian administration thus, political actors play a vital role not only in the area of employing education managers and teachers to serve under the UBE scheme, but also in the process of selecting those who are to benefit from a particular development programme. This has led to the recycling of training programme participants thereby living other teachers especially those teaching at the rural areas with little or no opportunity of benefiting from any form of training programme, hence undermining their performance in the classroom and could have negative impact on the achievement of UBE objectives in the State, which also has led to the collateral damage in the performance of pupils especially at the secondary school level.

Inadequate financial support from the government has adversely affects the sponsorship of teachers for in-service and other forms of training and re-training programmes as well as necessitate the reduction on the actual number of those to benefit from the development exercise. Also, the organization and conduct of some programmes could not be attainable as schedule due to insufficient funds or delay in budget approval or late release of funds due to rigorous process in the budget circle and bureaucratic principles. This problem contributed negatively to the success of the UBE scheme since the key personnel that will implement the programme at the classrooms could not be able to acquire the much needed skills and additional knowledge as at when due.

Also, it has been observed that some teachers were not committed towards the success of the training and re-training programmes, some of them abstained or only attends the opening ceremony and closing ceremony of workshops, conference and seminars, they ignore to participate in the full session of lectures and discussions but rather, they are after receiving the certificate of attendance only. Also, among those on in-service training, a quit reasonable number failed to complete their course work within the stipulated time of completion, some over stayed which at times leads to their withdrawal from a particular institution. This situation provides the UBE teachers with no additional modern experience of teaching.

Poor organization of staff development programme has often leaded to its failure. Wrong timing, wrong choice of venue, poor selection of participants, poor communication channel, strikes by higher education trade unions, limited resource persons and materials and other logistic problems were found to be worrisome. Frequent shift of priorities, emphasis and approaches with regards to the means of achieving the UBE objectives within the MDGs now SDGs target has seriously affected the organization of teachers development programme. This is sometimes regarded as policy summersault. Therefore, the expected capacity building programmes for the teachers could not hold as schedule or being conducted in half bake.

Ukeje in Enoh (1996), opined that we can manage with adequate classrooms, books and teaching aids, but we cannot do without good teachers. He further stressed that, the low quality of teaching personnel constitutes a serious problem in the quest for social reconstruction, the unqualified teacher is therefore a problem to social reconstruction because he lacks the power to carry those he is teaching beyond much of what they already know, hence, the educator must be first educated. Kolo (2016) pointed out that to enhanced sustainability of excellence in teacher professionalism, it has become inevitable to overhaul the present curriculum of teacher education to conform to the currents contents of Basic and Secondary education.

Looking at the various aspects which the UBE programme is expected to cover which includes the Almajiri integrated schools, girl child education and mass literacy among others, adequate training for the UBE teachers at the State level becomes paramount. From the time teachers begin any initial preparation for teaching, provisions need to be made for ongoing development of their subject matter, knowledge, concrete skills to teach, observe, assess and reflect. (Tahir, 2004).

These and many other related issues therefore, prompted the researcher as to investigate assessment of teachers training in Universal Basic Education Programme in Katsina State, Nigeria. This research is expected to provide some useful recommendations that will improve the quality of training programmes for UBE teachers in Katsina State as well as how to tackle the various problems militating against the success of the training programmes.

1.3 Objectives of the Study

The basic objectives which the study is expected to achieve with regards to the assessment of UBE teachers training programmes in Katsina State are as follows:

1. to examine the level of In-service training programme for UBE teachers in Katsina State;
2. to find out level of Workshops programme for UBE teachers in Katsina State;
3. to identify the level of Conference programme for UBE teachers in Katsina State;
4. to ascertain the level of Mentoring programme for UBE teachers in Katsina State;
5. to assess the level of Seminar programme for UBE teachers in Katsina State;

1.4 Research Questions

The research set out to answer the following questions with regards to the level of UBE teachers training programmes in Katsina State:

1. What is the level of In-service training programme for UBE teachers in Katsina State?
2. What is the level of Workshop programme for UBE teachers in Katsina State?
3. What is the level of Conference programme for UBE teachers in Katsina State?
4. What is the level of Mentoring programme for UBE teachers in Katsina State?
5. What is the level of Seminar programme for UBE teachers in Katsina State?

1.5 Hypotheses

The research work postulated five hypotheses which will guide the research as follows:

HO_1 There is no significant difference in the views of education managers and teachers on the level of In-service training programme for UBE teachers in Katsina State.

HO_2 There is no significant difference in the views of education managers and teachers on the level of Workshop programme for UBE teachers in Katsina State.

HO_3 There is no significant difference in the views of education managers and teachers on the level of Conference programme for teachers in Katsina State.

HO_4 There is no significant difference in the views of education managers and teachers on the level of Mentoring programme for UBE teachers in Katsina State.

HO_5 There is no significant difference in the views of education managers and teachers on the level of Seminar programme for UBE teachers' in Katsina State.

1.6 Basic Assumptions

The research work provided the following basic assumptions with regards to UBE teachers training programmes in Katsina State.

1. It is assumed that all teachers under UBE programme in Katsina State have opportunity of attending In-service training programme.
2. It is assumed that adequate funds were available for sponsoring teachers to attend national and international conference
3. It is assumed that adequate resource persons and relevant materials were made available to teachers during workshop programmes
4. It is assumed that UBE teachers performance after attending seminar improves positively.
5. It is assumed that all teachers under UBE programme in Katsina State were engaged in mentoring programme.

1.7 Significance of the Study

1. The study will help the UBE teachers, school managers, the officials of the Katsina State SUBEB, State ministry of education and the LEA in improving UBE teachers capacity and technical teaching skills for goal attainment.

2. The research findings will become very useful for so many contemporal researchers as a reference material upon which they can built their research work.

3. Furthermore, the research is capable of providing useful information to UBE teachers in Katsina State on the need for frequent engagement in development programmes in order to excel in their job as well as contribute towards the achievement of the UBE objectives.

1.8 Scope of the Study

The study covered the Assessment of Training Programmes for teachers of Universal Basic Education (UBE) in Katsina State. The content of the study includes the following: Staff training, types of staff training programmes, importance of staff training and evaluation of teachers training programmes. It is important to note that the target population is confined to 2,956 teachers under the UBE programme and 250 education managers drawn from 136 selected primary and junior secondary schools under the UBE scheme in Katsina and Mani Zonal Education offices respectively. The education managers comprise of head teachers, KTSUBEB and LEA officials. A total of 150 education managers and 342 teachers were randomly selected as sample size. The study used t-test statistical method to analyzed the data obtained from the respondents through questionnaire.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contained the following items:

2.1 Introduction

2.2 Conceptual Framework

2.2.1 Staff Training

2.2.2 Mentoring

2.2.3 Seminar

2.2.4 Workshop

2.2.5 Conference

2.2.6 In-service Training

2.3 Theoretical Framework

2.3.1 Abraham Maslow Hierarchy of Needs Theory

2.3.2 Organization of Staff Training programmes

2.3.3 Importance of Staff Training Programmes

2.3.4 Evaluation of Staff Training Programmes

2.3.5 Empirical Studies

2.3.6 Summary

2.1 Introduction

This chapter reviewed related literature on the topic "assessment of staff training programmes for teachers under UBE programme in Katsina State. According to Ajayi & Bello (2000), literature review is the bedrock of any meaningful and purposeful research. Olayiwola (2007), went further to describe literature review as an account of what has been published on a topic by accredited scholars and researchers. Therefore, this chapter contained previous efforts by past authors to define and explain what staff training for teachers is all about. Training programme for teachers are regarded as some of the key motivational ingredients that could be used in bringing about effective and efficient productivity of the teachers. They are seen as a means for achieving success and a ladder for attaining the peak of teaching career. Staff development is aim at arming and equipping teachers with the necessary right skill knowledge and attitudes for achieving educational objectives.

Therefore, items reviewed under this chapter includes conceptual framework which discusses the concepts of staff training, mentoring, workshop, conference, seminar and in-service, while under theoretical framework issues discuss includes organization of staff training, importance of staff training and the evaluation of staff training, some empirical studies were also reviewed and finally a summary of the chapter follows.

2.2.1 Conceptual Framework

2.2.2 Concept of Staff Training

2.2.3 Mentoring

2.2.4 Seminars

2.2.5 Conference

2.2.6 Workshop

2.2.7 In-service training and re-training

2.2.2 Staff Training

According to Bernard, Isoh and Otu (2009), "Staff training recognizes that all people may improve their capabilities and become more efficient at what they are doing. Much of the time we are able to say for ourselves, this is an area in which I think I can do better. At other times we become aware of areas in which we can improve by observing the performance of others. Sometimes, however, we need another trusted person to help us identify those areas in which we need to better our performance. Once we have identified the aspects in which we wish to improve, there are various ways in which we can get others to assist us in doing so", hence the need for adequate capacity building programme for teachers.

Adeogun (2003), opined that staff training is a long-term perspective of bringing about permanent change in the skills and attitude of the personnel and grooming him as a professional that is expected to assume a larger role in the near future.

2.2.3 Mentoring

According to UBE Teacher Training Manual (2003), teacher mentoring is described as a process whereby a more experienced teacher facilitates or provides guidance to the classroom teacher in the process of preparing the lesson plans, delivery, development and utilization of instructional materials, and modes of obtaining feedback from the students. Guskey (2000), stressed that, teacher mentoring is an instrument of change which if well manage and utilized will allow a mentor with greater wisdom and experience pass his or her skill to another less experienced teacher. It is one mode of professionalizing teaching and providing teachers who are knowledgeable and current with modern art of teaching.

Mentoring Procedures

This type of development programme takes place completely at work location, at times it is regarded as an evaluation tool for teachers in order to assess their competency after receiving a training programme. The superior officers give this training to the subordinate officers. It is a training process whereby the personnel consciously or unconsciously acquired new additional skills through learning by doing, they perform the task require by the job or assigned responsibilities (Joyce, Weil, & Calhoun, 2003). For example, in junior secondary schools, the principal, head of department, senior masters take the responsibility of mentoring the personnel under them. The inspectorate department of the State Ministry of Education, SUBEB and the LEA during the course of supervision also render mentoring services to the teachers**.**

Furthermore, mentoring of new employed teachers starts from briefing giving them by the superior and more experience teachers, i.e principal to the teachers on how to handle complex behavior of the students, going about in molding the life of the student for future challenges, how to plan and use lesson plan, scheme of work and syllabus. The school can also organize orientation programme (Induction) for the new teachers as part of the mentoring exercise.

Advantage of Mentoring

Bloch (1993) opined that, newly certified teachers needs to be placed under the guidance of experienced and exceptional teachers who supervise, monitor and provide academic support. While the old serving teachers who do not have the opportunity of attending any refresher courses, need teacher mentoring to assist and expose them to varieties of innovation in education. Mentoring also serves as an evaluation tool of ascertaining the effectiveness of teacher development programme. Mentoring is different from Supervision, mentoring suggests a relationship based more on equality with the more experienced party sharing

his/her expertise with the teacher. While the role of Supervisor has implications in terms of superiority (perceived or actual) and may have responsibilities for assessment in addition to being a support and sounding board for the teacher.

Thus the essence of teacher mentoring is geared towards helping each teacher facilitate change in the classroom through co-operation and collaborative approach (Guskey, 2000). Just as the success of each school is the key to overall quality improvement in the education system, the success of teacher development within the school must be aimed at the success of each teacher to help children learn. (Good, 2008).

Teacher mentoring is a school-based initiative which provides focused instruction for new uncertified, new and old teachers. Beginning teachers need initial preparation in their subject matter, fluency in the language of instruction, knowledge of how to use instructional materials, and some basic classroom management and reflection skills. Most of these skills are best learned through on-the Job practice with coaching, and close supervision while on the job. (Hay, 1990).

Hay further stressed that, this strategy is also an appropriate system of standards accreditation to match the preparation programme so that any teacher who passes through MENTORING can work towards both high standards and the same professional status. Also, teacher mentoring initiative establishes an induction programme, which is essential to guide and support teachers and help develop sound teaching practices and teachers retention. According to Marzano (2008), to provide effective feedback on teachers performance, expert teachers would have to observed aspiring teachers. This might be done in person with expert teachers visiting the classroom of aspiring teachers. Aspiring teachers are expected to understand how expertise teachers use specific strategies in order to employ them in his own class.

It is important to note that, mentors must be committed to ongoing self-development so that they can work with the mentee to increase the effectiveness of the mentoring relationship and to deal openly with any relationship difficulties.

2.2.4 Seminar

According to Gordon (2000), seminar is that single session or short, often one-day meeting devoted to presentation on and discussion of a specialized topic, usually at an advanced or professional level in which ideas, approaches and advances are regularly shared among participants.

According to KTSUBEB score card report (2007) seminars are organize for teachers usually outside their working environment to update their knowledge on the changing nature of their job as well as to learn more about how to adjust with regards to new school curriculum implementation, in some cases some schools organizes internal seminars. Resource persons were made available to lead the training exercise, the participants may serve in one way or the other as resource persons i.e they may be compel to write and present paper as part of the requirement for receiving the attendance certificate. Also, at the end of the programme reading materials, posters and pamphlets are distributed to the participants for reference purpose and downward distribution or application.

Gordon in Nieto (2005) while explaining about "Rethinking Professional Development" stressed that seminars exposes teachers with what is regarded as BEST PRACTICES in profession. In-depth analysis about new innovation in subject areas, new and modified teaching methodologies are digests during seminar programmes. Therefore, teachers must be encouraged to attend seminars periodically in order to avoid what he called burnout or rust-out in their teaching career.

Ereckson (2008), opined that teachers in most high achieving countries have fifteen to twenty hours per week to work with colleagues on lesson planning, book studies, research groups and seminars to extend their expertise in teaching and learning, this model encourages the thoughtful and reflective practice of professionalism.

2.2.5 Workshop

According to Nieto (2000), workshop is a creative project, discussing a topic or studying a subject by a group of professionals. Workshops are organized as part of development programme to update the knowledge of the teachers on new methods of teaching or how to handle or use instructional materials for effective teaching. Hammond in Marzano (2009), explained that teachers must be willing to learn new skills and develop their capacity through training programmes such as workshop.

The procedure for workshops is almost similar to that of seminar. According to UBE Teachers Training Manual (2003), the UBEC headquarters, KTSUBEB in collaboration with some higher institutions, NTI, NGOs, international donor agencies like UKID, UFID, UNICEF, UNESCO, Save the Children and private educational consultants, do organized workshops to train and re-train the teachers on new teaching methodologies and development in their subject areas. Activities carried out during workshop exercise are not mere theoretical explanation but rather were more practical in nature.

Some of the workshop been organized for UBE teachers in Katsina State includes:

1-Workshop for School Based Management Committee;

This workshop is organized for sensitization of school community on maintaining records, school schedule, facilities, arrangement of office and co-curricular activities.

2-UNICEF Workshop to sensitize teachers on the activities of UNICEF;

3-need Based Workshop for teachers. This workshop is organized to identify the felt needs of the teachers especially science subject teachers;

4-in-house workshop. This involves the participation of all school teachers and,

5-head teachers workshop and committee's representatives on sensitization on Girl Education Project (GEP) etc.

2.2.6 Conference

According to Ereckson (2008), conference is a meeting which sometimes lasting for several days, in which people with a common interest participate in discussions or listen to lectures to obtain useful information. Conference could be an International or National in nature. Professional bodies, Non-governmental organizations NGOs and Government MDAs were the key actors in the organization of conference.

This type of teacher development programme is usually organized outside the teachers familiar environment. At times teachers have to live their working State or Local Government in order to attend to a conference. It gives them the opportunity to share their experiences with other far away colleagues from different background. Also, the national headquarters of UBEC or the National Teachers Institute NTI do organizes a national conference for all stakeholders in the implementation of the UBEC Curriculum and other matters that affects teacher education, to brainstorm on the success, lapses and new approaches towards the achievement of the UBE objectives as well as that of teacher education nationwide.

According to Williams (2003), teachers should know that they make a difference in the lives of their students, their teaching continues to evolve as they continue to learn from their experience and share their expertise with others, this could be achieving through conference

programme where teachers needs for stimulation, creativity, and belonging are met by collaborating with others and supporting their colleagues and their needs.

William stressed, that there are many professional organizations which teachers can join that will help them sustain the idealism of their passionate commitment. By becoming registered members of professional bodies, teachers are expected to attend annual conferences of these bodies, mingle with other passionately committed teachers and keep on the cutting edge of pedagogical knowledge, practice and research. Resource materials were made available by these bodies to members who will help them to improve in their teaching, conducting research and enriching their professional life through membership of professional body's e.g Mathematical teachers association, Social Studies teachers association, Teachers Registration Council (TRC) etc. Many professional bodies publish outstanding journals and educational materials useful to classroom teachers as well as issuing a communique at the end of Conference programme.

2.2.7 In-service Training

According to Greenland in Bloch (1993), in-service training involves the official release of staff to leave their job and go for further training and re-training especially in higher institutions of learning while still retaining their job and in most cases the salary of the staff continues to flow. On return, the personnel are expected to present result or certificate acquired to the appropriate authorities for documentation, up-grading and possible promotion.

Capacity building programmes becomes necessary when some employers requires the acquisition of new or additional type of knowledge, skills and attitude which are best provided through a series of courses outside their job location; such courses may either be undertaken through full-time and Part-time programmes in training institute like teachers Institute, Universities, Colleges of Education, Polytechnics etc. In-service training is usually

pushed by the desire of the teachers to acquire more qualification that will enhance their capacity in service delivery as well as attain self-fulfillment in their working career and possible salary increment. (Nwachukwu, 1998)

According to KTSUBEB score card report book (2007), the type of In-service training programme available for UBE teachers in Katsina State are; DLS, LVT, SANDWICH or Part-time and Full-time study programme.

DLS- Distance Learning Studies

This programme is usually organized by the National Teachers Institute (NTI), Kaduna through it various distance learning centers that are spread all over the thirty-six 36 States of the Federation and FCT. Some few higher institutions have provision for such kind of programme in some of their special satellite campuses. It is a programme that is aimed at given the opportunity for serving primary school teachers and secondary school leavers that are willing to join the teaching profession the easiest way to acquire the minimum qualification of teaching (NCE). The programme is usually organized on afternoon and evening classes.

LVT- Long Vacation Term

It is an In-service training programme designed to last for three to four months annually, the programme commences at the end of every school session (third term) and lasted before the commencement of a new session (first term). This programme afford teachers with the opportunity to participate fully in all their assigned responsibility after which they uses the Long Vacation period to advanced their teaching qualification. Acute shortage of qualified manpower in the teaching profession necessitated the adoption of this type of training programme with the view of retaining the teachers in active service at all times.

Sandwich or Part-time

This programme provides the opportunity for student teachers to acquire additional qualification through weekend classes, it involves NCE, B.Ed. and Postgraduate Diploma in Education PGDE programmes. The programme is mainly organized by some Universities and colleges of education, with the NTI also involved in the PGDE part-time programme.

Full-time Programme

This type of in-service programme requires that teachers have to partially leave their work for the purpose of attending to a particular training programme in any higher institution of his choice. Even though the teacher may not be available in the school, it is assumed that he is still in active service. He uses his salary to finance his studies except in some special cases were the State or local government gives some scholarship with the view of boosting the morale of the teachers.

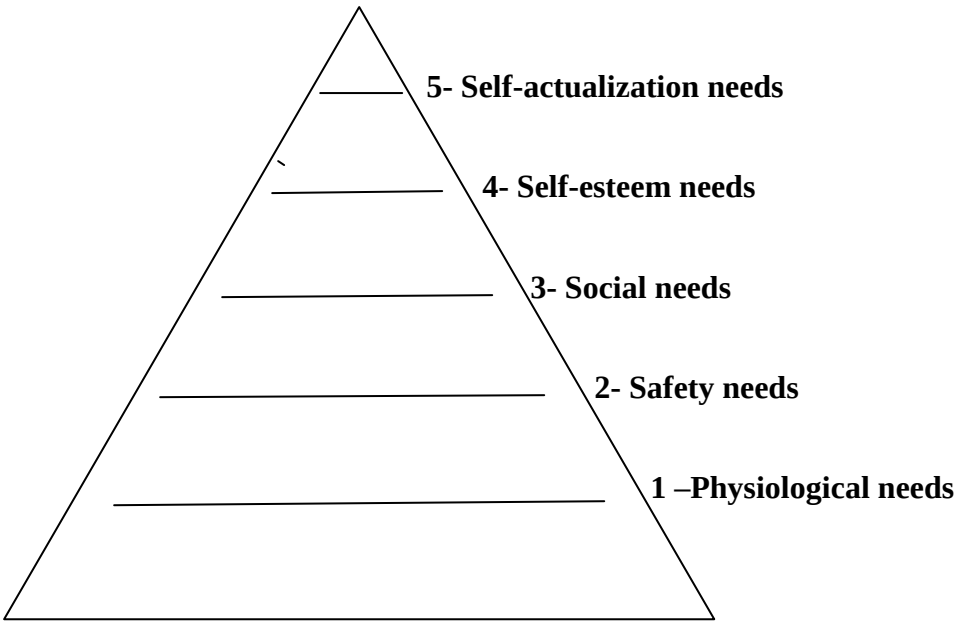
Also, under the full-time programme, there is additional provision for student teacher to engage in E-learning especially with regards to the process of obtaining professional certificate in computer packages and membership of professional bodies. There is an additional opportunity for student teachers to enroll into the National Open University of Nigeria study programme. This type of study encourages students to maintained self-reading if admitted into any of the university undergraduate courses.

There are many reasons that necessitated the need for teachers to widen their education level. Expanding teachers professional base will enhance their effectiveness as they upgrade their skills and become aware of new development in their fields. Additional education will meet their needs for intellectual stimulation and forming new relationships at the same time additional degrees will likely results in increase on teacher's salary scales.

2.3. Theoretical Framework

The research adopted the Abraham Maslow's Needs Theory of Management principles and worker's motivation for higher work performance in an organization. According to Ngu (1994) Maslow believes that human needs are not only numerous and varied, they are also dynamic and are therefore arranged in a pyramidal hierarchical order as shown below.

Figure 2.3.1: Abraham Maslow Hierarchy of Needs



Source: Ngu (1994)

1. *Physiological Needs*

At the base of the pyramid are the physiological needs which are considered to be basic and most important of all human needs. This includes the needs for food, water, shelter and conducive working atmosphere. An individual who lacks any or all of these physiological needs is disturbed in mind because, most of his thoughts feelings and behavior are geared towards achieving them. To him, the other needs in the hierarchy and luxuries as he is not so much bothered about them as he is on these basic needs.

2. *Safety Needs*.

It is only when the individual meets the physiological needs that he tries to focus his attention on the next set of needs in the hierarchy in this case, the safety needs. At this level, the individual is preoccupied with the safety of his life, property. He is also more concerned with stable situations and the security of his job. The needs for his personal and property, stability and job security therefore, have high influence on his perception, feelings and behavior and he becomes restless until he meets them before he focuses his attention on the next set of needs in the hierarchy.

3. *Social Needs*

The social needs include affection and love. This is where the group theory comes into play. Here the individual recognizes the importance of joining and linked or loved by all groups which are usually known as informal groups. These groups range from primary to secondary groups, nobody can dispense group membership. Even a newly employed person doesn't waste much time in trying to associates himself with other members of the organization. Group formation and membership are not static but dynamic at the pleasure or displeasure of the individual so as to be able to achieve certain needs they would not otherwise do if they struggle as individuals in the organization.

Thus, the need to belong and be loved by group members and the management or supervisors/management, is a very powerful force in the individual worker. His feelings perception and general behavior are highly influenced by the desire to meet these needs.

4. *Self Esteem Needs*

The self -esteem needs includes desire for prestigious positions, receive titles and awards. In any given society, the individual who is preoccupied with desire to achieve the self-esteem

needs tries to demonstrate that he has extraordinary talents or potentials to offer for the community services. In the working environment the individual feels the same way, and it may lead to frustration and possibly conflict if he is not encouraged to develop and utilize these potentials. In fact, at this stage the individual wants to lead others and is preoccupied with how to achieve this. This leadership needs stem from his conviction that he has the ability or leadership potentials either on the job or on personal relations or both. Professionals, experts, consultants and trade union leaders tend to emerge at this stage.

5- ***Self-actualization Needs***

At this level the individual want his influence to be felt everywhere. He is preoccupied with the desire to control the environment, both physical and social environments. At organizational level, he may aspire to be the chief executive of the organization. At community level, he may strive to be community leader or seek the traditional chieftaincy title where it is highly valued. At national level, the individual may aspire to become president in his country and even wants to be sub-regional, regional, continental and global power broker or mediator. All these self-actualization tendencies in most cases don't materialize as Maslow himself admitted in Ngu (994).

The Relevance of Abraham Maslow's Hierarchy of Needs Theory to the Research Topic

It is obvious that workers need cannot adequately be satisfied without undergoing sequential training and development programme in their organization or outside the organization through the motivation of the organization management. For any individual or group of workers that are aspiring for their needs under the guidance of the organization must accept all the training and development programme been organize by the organization.

Thus, the UBE teachers in Katsina State depends on training and development programme for the maximum achievement of their self-fulfillment needs as well as attainment of the overall UBE objectives through high work performance from the trained and well developed staff. Therefore, absence of adequate staff development programme may certainly affects the positive output of UBE teachers performance in the classroom which will leads to students failure especially in external examinations.

In his own assertion, Baikie (2002), Stated that the tendency to enter into a profession and stay in that profession will depend on how individual ambitions and aspirations are realizable. Where the attainment of individual ambitions and aspirations are certain, there is better chance of remaining in that profession. Therefore, for teachers' growth, government at all levels should encourage and support training and professional development programmes administratively and financially.

Fagbamiye in Folayan (1998), explained that "the declines in the quality of teachers is due to inadequate essential school facilities as well as effective teacher development programme. Nwachukwu (1998), opined that, training of personnel refers to an effort geared towards improving the competency of personnel in an organization. It is a learning process that involves the acquisition of knowledge, skills, concepts, rules or changing of attitude and behavior to enhance the performance of employees. Personnel development on the other hand is a more long-term perspective of bringing about permanent change in the skills and attitude of the person and grooming the professional for a larger role in the future. It is obvious that for any organization or institution to grow and develop adequate personnel training and development is important (Ojo, 1998).

Terese and Victoria (2008), opined that whatever instruction the school can give to the pupils, it effectiveness lies with the skills of the teacher. Ames (1990), stressed that teachers

themselves must employ adequate means of enhancing their pedagogical expertise in order to cope with emerging challenges in the teaching profession.

2.3.2 Organization of Staff Training Programme

Ngu, (1994) opined that personnel training development methods varies and depends on the needs of an organization and the needs of the personnel being developed. The decisions about their choices are influenced by;

1. The number of employee being developed

2. The contents and the objectives of developmental and utilization plans.

3. The urgency of developmental utilization plans

4. The facilities and manpower available for the implementation

   Of the decided plans

5. The expected benefits of the methods

In view of the above, staff development can simply be seen as a means of preparing staff to assume more responsibilities as well as acquiring skills on how to resolve emerging problems.

2.3.2 Importance of Staff Training Programme

Jumare (2015), explained that training and re-training of staff (teachers) is expected to increase staff productivity thereby increasing students' performance. Therefore, authorities in education sector should encourage training and re-training of teachers through workshops, seminars, retreats, sandwich, in-service and distance learning programme. Ehiariator in Jumare (2015: 73) postulates that training of teachers could be done to;

a- Correct deficiencies in old teaching method

b- Help experienced teachers to develop further teaching skills

c- Make staff members (teachers) keep abreast with the current trends in their areas of specialization (subject area)

d- Upgrade teachers' skills to meet up with the expected requirements

A major component of the UBE mandate is to ensure quality of the teaching and learning process. According to Tahir (2003), one means by which this is achieved is through National Capacity Building for UBE teachers. The UBEC through its Department of teacher Training and Curriculum Development and through support from the World Bank Primary Education Project (PEP-II) has been trying out new initiatives in training teachers through its Cluster Teacher Professional Support Programme. It is with this in mind that the UBEC management mandated the TTCD department to develop a Manual for teachers, teacher educators and managers of primary education in Nigeria. The main purpose of the manual therefore is to offer a guide in the provision of continuous school based professional development of clusters of schools. Specifically, the manual is developed to achieve the following objectives;

-Facilitate the process of mentor development

- Afford teachers the opportunity of continuous professional development

It is expected that these objectives could be achieved through the following capacity building

1. Teacher Mentoring

2. Seminars

3. Conference

4. Workshop

5. In-service training and re-training

2.3.4 Evaluation of Staff Training Programme

It is important to note that, any training which is done or given to a particular person or staff should be evaluated. According to Blasé & Kirby (1999), after any training programme, the participants should be able to say whether they feel any benefit from it, they should be able to identify the aspects which they found most satisfactory, and the aspects which they found least satisfactory. These details should be communicated to those who arranged the training, so that in future training sessions the aspects which caused dissatisfaction can be minimized or even eliminated and those aspects which were found to be satisfactory may be further developed.

Katz (1990) further stressed that, if one does not report weaknesses of training and development programme, the same faults are likely to plague the following programme. However, carefully the presenters of a course plan it, they can never be absolutely in tune with the needs of those attending. It is therefore important that the objectives of a training exercise should be carefully Stated before it commence. A training and development programme fails if it attempts to do too much in too short space of time. (Marzano, 2003).

Nieto (2000), opined that teacher development programme means changing how teachers are prepared for the profession in the first place, and changing the conditions in which they continue to learn throughout their careers. In other words, it means major shift in the culture of teacher preparation. Gordon in Nieto (2003), explained that teachers need to continually rediscover who they are, and what they stand for through ongoing and consistent study. But most schools do little to help these happen; the act of bringing in experts to do a workshop or

seminars for teachers within the school premises or send them to attend conference is very uncommon. Paying for them to do so is even more unlikely. (King, 1981).

Gordon (2000) argued that, supporting professional development programme such as attending or organizing internal workshop, seminars and conference or embarking on in-service training in the university won't do, teachers need to give sustained attention to the problems and possibilities of their classrooms and schools. This means teachers need to be provided with good welfare package, reading and writing materials and other teaching and learning resource. He pointed out that, simply providing workshop, seminars, or other professional development programme in which teachers have no say, no matter how timely or well intentioned, is doomed to fail.

According to Jeffrey, Stanley and Ellen (2005), one of the best ways that teachers will deal with burnout and rust-out is to avoid it in the first place, they stressed that teachers should not let their self ever get to the point where their discouragement becomes intractable. Kaikai (1990) suggest, for example that the best way teachers can stay fresh and energized is to have the courage and determination to keep making changes in what they do and how they do it. And this could only be achieved through effective development programme. They pointed out that teachers sometimes dislike COMMAND PERFORMANCE, in which they are required to attend professional development activities, but they must be encouraging to do so. Jeffrey, Stanly and Ellen (2005), stressed that grassroots professional development programme might even grow to the point where it aids in establishing a school culture where students, parents, teachers, administrators, and community members grow and learn together.

Marzano and Waters (2009), have concluded that one of the "non-negotiable" goals in every district of learning should be that every teacher improves his capacity every year, therefore, government should help systematically develop the pedagogical competence in

their teachers. In an attempt to develop the capacity of schools to function effectively towards achieving the UBE objectives in Katsina State and Nigeria at large, staff development can be seen as an important component in building that capacity. It is paramount to view staff development as a joint responsibility of those in need of training and those in management position, it is also important to enhance on the spot assessment of teachers performance in the classroom after receiving any form of training programme (Tahir,2016).

It is important to note that seminar, workshop and conference have more similarities than differences with regards to meaning, procedures and objectives, therefore, they were use interchangeably by the stakeholders in teacher training all with the view of developing teachers capacity in service delivery. Apart from the forgone training programmes, Katsina State Universal Basic Education Board (KTSUBEB) has also developed a number of measures to improve the teaching learning process in the classroom with a special focus on improving teacher capacity as provided under its annual score card report, the 2015 version shows that, a literacy and numeracy lesson plans were design for the UBE teachers. The lesson plan was designed to support teachers with step-by step guidance to teaching every lesson and make teaching and learning more exciting and active for both teachers and students. The lesson plans are part of a wider teacher professional development materials package. This includes Teachers Guide, mobile phone based audio-visual materials known as "trainer in-pocket" and other classroom materials. Also, a Teacher Development Programme (TDP) been sponsored by UKID and DFID in some Northern Nigeria States took center stage in Katsina State in 2014 covering 14 out of the 34 Local Government Areas in the State, 12 schools from each local government were selected with specific number of teachers trained in 3 core subjects per school, such schools are tagged as Treatment Schools. The TDP has three major components, namely;

1-In-service training (to support practicing teachers);

2-Pre-service training (to support students in the Colleges of Education so that they can be good teachers), and

3-result and evidence (research arm of the programme).

The target resource persons were named, the Teacher Facilitator and Teacher Development Team, a School Support Visit (SSV) is been conducted to ascertain the proper implementation of the TDP at the classroom level.

Finally, teachers training programme under TDP activities could either be carried out through On the-job training like mentoring and cluster arrangement of teachers with the view of promoting their capacity or could also be achieved through Off the-job training programme such as in-service training programme in tertiary institutions. The process every training programme thus takes the following considerations:

1- Demand for the Programme
2- Alternative Programme
3- Duration of Programme
4- Training Programme Activities
5- Evaluation of Programme

1-Demand for programme: It is obvious that training programmes were organize and given based on the demand, this demand may come from different angles namely;

a -demand by individual or group of teachers with the view of building their capacity.

b-demand from pupils and parents (social demand) the unquantifiable increase in the demand for basic education by individuals in the society may pushes education authorities at all levels to engage the services of new teachers who also need to be adequately training in order to come to terms with social changes that occurred frequently in the societies.

c- demand for increase in manpower capacity (manpower demand); this is usually pushed by government policies that leads to shift from one system of education to another

e.g quest for rapid national and economic development through advancement in the areas of scientific and technological advancement, promoting innovations and creativity among pupils etc.

2- Alternative Programme: most training programmes are capital intensive and time consuming, therefore, authorities and employers must analyze the situation and decide on which particular training programme is affordable and become necessary for the teachers. In this regard, cost effectiveness should be the guiding principle in selecting the best and right training programme for the teachers. It is also important to differentiate between the type of training which newly employed teachers require and that which old teachers require, new teachers may require induction course, mentoring and orientation while old serving teachers may require in-service training, workshop, seminar National or International conference. In fact, the right and best choice of alternative training programme must be made.

3-Duration: Proper timing and effective time management should be maintained throughout training programme span of activities, shortage of teachers may not allow the release of many teachers at once, teachers released and sponsored for in-service training must be given a time limit for completion.

4-Training Activities: Training activities involves teaching and learning of new skills and knowledge, therefore, there is the need for all training manuals to reflects new ideas that will assist teachers on training towards solving contemporary challenges of teaching profession and be aquinted with the global best practices, the training content should also capture the key issues invaded in the UBE objectives as well as adopting modern techniques of

presentation using ICT facilities. The training exercise should be an all-inclusive programme whereby the participants will be actively involved through question and answer session, class work, test, paper presentation and valid contribution as well as using each participant individual performance in the training programme as yard stick for grading his or her certificate of attendance.

5-**Evaluation**: At this point, the performance of teachers is expected to improve positively after undergoing training programme, if the evaluation report shows negative performance from the side of the teachers thus, there is need for a holistic review of the training exercise, hence, these questions need to be asked;

a-did the teacher really attend and participate fully in the training programme as expected?

b-was the training programme chosen the best type and suitable for the teachers at the moment?

c-did the training programme uses sufficient resource persons, materials and has good conducive environment that will assist the participants to learn better? At this point, the evaluation report will have to give suggestion on whether to sustained or change the training programme or method.

2.5 Empirical Studies

Ahmad, Awogbemi and Umar (2013) conducted a research on the Effects of Teachers Qualification on Performance in Further Mathematics among Secondary School Students in Kaduna State. The objective of the study was to identify the level of competency required by teachers to influence positively on students performance in Further Mathematics, to identify and proffer possible suggestions that can improve the level of students performance in Further Mathematics across the secondary schools in Kaduna State. A Null hypothesis was formulated and tested which States that; there is no significant difference between teachers qualification and academic performance of students of Further Mathematics in Kaduna State. The significance of the study was to provide teachers and education policy makers with the information on the need for retraining program so as to keep the teacher abreast with the latest best practices in their area of specialization (Mathematics) and how to give their best in dissemination of knowledge to students of Further Mathematics in Kaduna State.

The population of the study comprised of all SS1 to SS111 students and teachers of Further Mathematics in all Senior Secondary Schools in four education inspectorate division Kaduna State namely; Anchau,, Kaduna, Kafanchan and Zaria. A total of 160 students were taken as sample from 12 senior secondary schools from among the four inspectorate. Four instruments were used, a questionnaire containing 25 items was distributed to 160 students, while the second instrument was Teacher Self-Assessment Test (TSAT) and Further Mathematics Achievement Test was used, and a structured interview was conducted among other staff at the selected schools to further buttress the data collected from teachers. Analysis of Variance (ANOVA) was used to verify whether there was significant difference on students performance on account of their teachers qualification. Major findings show that students perform better if taught by a teacher with bachelor degree or masters in Mathematics when compare to those been taught by NCE holders, and that there is a positive effect

between teacher educational qualification and students achievement. The study recommends that a number of years could be specified for teachers as mandatory to acquire additional academic qualification in the area of Mathematics, and that the education policy makers should classified Further Mathematics as a core subject for science, engineering and architecture

The shortcoming of the study was that it was not able to find out the official number of Mathematics teachers teaching Further Mathematics in the under study schools and Kaduna State at large. The study did not present some information with regards to previous students performance in Further Mathematics in external examinations such as WAEC and NECO as well as not being able to provide the actual number of students offering further mathematics in the selected zones and the actual number of further mathematics teachers in the zones.

The study is relevant to the under study research because both were assessing teachers effectiveness in service delivery as well as the importance of teachers training programme towards enhancing their capacity in the classroom.

Tikumah, (2009) conducted a research on the Assessment of Relationship between Students Perception of Social Studies and their Academic Performance in Colleges of Education in Kaduna State. The objective of the study was to find out the relationship between perception of Social Studies and their academic performance in the subject in Colleges of Education in Kaduna State. The study adopted the Descriptive Survey method to carry out the research. The population of the study comprised of 929 NCE 2 and NCE 3 students out of which 233 were selected as sample from Federal College of Education, Zaria and Kaduna State College of Education, Gidan Waya. Two research instruments were used by the researcher namely; Request Validation; this dealt with the criteria for rating students examination scores by lectures of Social Studies. The second instrument was the students

questionnaire which has 36 items that were divided into sections A&B and was designed according to Likert Scale.

The hypotheses Stated that; There is no significant relationship between students perception of the Social Studies Curriculum and their academic performance in the subject in under studied Colleges of Education in Kaduna State; that there is no significant relationship between Public Attitude towards Social Studies and their academic performance in the under study Colleges of Education in Kaduna State. The research question States that; Do Social Studies students record high academic performance in the subject in the Colleges of Education in Kaduna State?, Do students perception on Social Studies Curriculum influence their academic performance in the under studied Colleges of Education in Kaduna State. The data was presented and interpreted in tables, Persons Correlation Coefficient method was used to analyzed the data.

The findings of the research revealed that Social Studies students do not record high academic performance in the subject and also, students perception of Social Studies Curriculum does not affects their academic performance in the subject in the under study Colleges of Education in Kaduna State. Based on the theses findings, the study recommends that; Efforts be made to find out the causes of students failure in Social Studies with the view of addressing the problem in earnest, and that the Social Studies Curriculum should be reviewed in terms of volume and difficulty.

The study is so relevant to the under study topic because both were trying to assess the quality of teaching and the teacher. It is an official Statement that specified the minimum teaching qualification in the UBE programme is NCE, therefore, the performance of teachers in training in any College of Education may have consequences on the UBE programme in

future if these NCE students successfully graduated and get employed as primary school teachers while their performance in the subject area is graded as very poor by their lecturers.

The study did not compare between the performance of NCE students in Social Studies in College of Education, Gidan Waya and Federal College of Education, Zaria. This would have provided the basis for assessing the quality of teaching in theses Colleges of Education and whether this has negative effects on the students performance in Social Studies subject.

Ajibike, (2012) carried out a research on the Assessment of Funding and Management of Funds in Public Secondary Schools in Kaduna State. The objective of study was to find out the sources of funding public schools in both urban and rural areas and in boarding and day schools, the management of funds and problems associated with funding of public secondary schools in Kaduna State and the role of parents in funding. The research hypothesis States that; there is no significant difference between the opinions of principals and ministry of education officials on the sources, management and role of parents in the funding of public secondary schools in Kaduna State. The population of study comprises of 80 secondary school principals, 297 teachers and 24 ministry of education officials. A total of 320 respondents were selected as sample who were randomly selected from among 12 schools from 4 educational inspectorates in Kaduna State 240 teachers, 80 principals and education officials. Questionnaire instrument was used for the purpose of data collection.

The responses were analyzed using frequency percentage means to determine the issue on funding. T-test was used in testing the hypothesis at 0.05 level of significance. The result of the findings revealed that lots of money has been allocated to education development in the State especially the primary schools but lees to secondary education. The facilities and resources in secondary schools were not adequate. Based on the findings, the study recommends that secondary school funding should be a shared responsibility between

government, private sector and parents, and that supervision and inspection of how funds were utilized by school heads and zonal inspectorates should be enhanced.

The research did not provide other alternative sources of funding secondary education such as international donor agencies like UKID, DFID, UNESCO and religious organizations. The should have compare the level of funding and management of funds provided by theses donor agencies and those provided by the State government. Also, the research should have recommended an appropriate punishment for school heads or other education officials who diverted or mismanage funds been allocated to the schools.

That relevance of the study to the under study research is that both were assess some critical aspects in the Nigeria education sector. Funding secondary education will compliment the means of providing funds for training and re-training of teachers including those teaching at the junior secondary schools which is a segment of the UBE program. Teachers training program are capital intensive therefore, requires adequate funding and effective management of such funds towards improving the quality of the teachers thereby enhancing students capacity in learning.

Mustapha, (2011) conducted a research which tends to examine the Relationship Between Level of Education, Teaching Experience and Job Satisfaction Among Technical & Vocational Teacher Education. The objective of the study was to determine the level to which Technical & Vocational Teaccher are satisfied with their job, and to compare the level of job satisfaction among male and female Technical and & Vocational Teacher Education. The hypothesis States that there is significant relationship between professional training and job satisfaction among Technical & Vocational Teachers, and that there is significant relationship between job satisfaction and gender among Technical & Vocational Teachers.

The study adopted Descriptive Survey research under which questionnaire was used as instrument for data collection. The population of the study comprised all technical and vocational lectures from Kano State polytechnic, Sa adatu Rimi College of Education, Kano, Federal College of Education (Technical) Bichi, and Federal College of Education, Kano. A questionnaire containing 30 items was design and distributed among a sample population of 183 lectures out of which 95 questionnaires were returned. Chi-square statistical method was used in data analysis which provided a result which show that there is significant relationship between level of education attained and years of teaching experience on job satisfaction. The study recommends that future research should be conducted similar to the topic which will reflects larger sample size of respondents.

The research has not been able to retrieved most of the questionnaire as almost half of the distributed questionnaire were lost, and the research did not compare the respondent's views from the under study higher institutions in Kano State.

The study is relevant to the under study topic because both research where aimed at assessing teacher's qualification, experience and job satisfaction which may serve as a motivational means towards high work performance.

Amuche and Anikweze (2011) carried out a research on Comparing Three Approaches towards Evaluating Physics Teachers Effectiveness in Instructional Delivery to Secondary School Students in Nasarawa State of Nigeria. The objective of the study was to compare student evaluation (STEV), Peer Evaluation (PEEV) and Self Evaluation (SEEV) of Physics teachers effectiveness in Nasarawa State. The study adopted evaluative survey research method, questionnaire tool was used for the purpose of data collection. Nine (9) Model Science Secondary Schools out of a population of 32 were selected as sample out of which a total of 180 Senior Secondary two SSII Physics students out of a population of 530, 9 physics

teachers and 18 peers of Physics teachers were randomly selected as sample size out of a population of 120 physics teachers. The research hypothesis States that; there is no significant difference between student assessment, peer assessment and self-assessment, these hypotheses were tested using t-test, analysis of Variance (ANOVA) and Pearson's Moment Correlation statistics.

The findings of the study revealed that there was a significant difference between student assessment, peer assessment and self-assessment methods of evaluating Physics teachers effectiveness on students, there was no significant difference between students assessment scores and peer assessment scores, the finding suggest that using single method to evaluate the Physics teachers instructional effectiveness might not be adequate. The study recommends that since peer evaluation through systematic observation correlated highly with students evaluation, the two assessment methods should be incorporated into the assessment practices of secondary schools in Nigeria particularly as a strategy for improving physics teachers instructional delivery.

The study did not take sample of physics students and teachers from private secondary schools in Nasarawa State, this would have given room for comparing the level and quality of teaching and learning physics subject in public and private secondary schools.

The study is relevant to the under study topic because both were assessing teacher's quality, it is obvious that assessing teachers quality in service delivery means evaluating their effectiveness in instructional delivery and this can only be achieve through consistent and effective training and retraining of teachers at all level. Any improvement in student's performance may have depends on the quality of their teachers.

Abdullahi and Hanna (2016) conducted a research on the Impact of Teachers Qualification and Experience on the Performance of Students in Colleges of Education in

Kaduna State. The objective of the study is to determine the impact of teacher's qualification and experience on the performance of students in English Language in Colleges of education in Kaduna State. The research hypothesis States that; Teachers qualification and experience have no significant impact on the performance of students in English language in Colleges of Education in Kaduna State. The research adopted Descriptive survey and ex-post fact research seeks to find out facts that are associated with certain occurrences, outcome, conditions or types of observations by undertaking the analysis of past events and already existing conditions.

The population of study included all the 120 teachers teaching English language and 1,630 students offering English in Federal College of Education, Zaria and College of Education Gidan Waya. A random sampling of 100 students offering English as a course and 20 teachers teaching in the under study Colleges of Education. The study used questionnaire as instrument for data collection. The result was analyzed using frequency counts, percentages and T-test statistical method. The result of the findings revealed that a significant difference existed in the performance of students taught English language by professional and experience teachers. The study recommends that; only qualified and experienced teachers should be allowed to teach in Colleges of Education. All non-professional and unqualified teachers should be encouraged to pursue their postgraduate studies on part-time and full-time basis.

The sample size population selected by the study is not sufficient to relied upon, the research should have used a sample size that is more than 120, The recommendation made by the study which States that only qualified teachers were employed and the unqualified once should be given the opportunity to advance their study up to Doctoral level will not solve the problem alone, the research should have reflects on the negative attitude of some academic staff towards committing themselves in completing their course of study as at when due

The study is relevant to the under study research because both were attempting to assess the quality of teachers in service delivery and ways of advancing teachers capacity in service delivery.

2.5 Summary

The review of related literature reviewed previous research that were related to staff training and teachers capacity building, in so doing, findings of previous researchers that were relevant to staff training were discussed, issues focused include, the concept of staff training, organization of staff training programme, importance of staff training, types of teachers training programme namely; Mentoring, Conference, Workshop, Seminars and In-service training, The theory that was chosen for the purpose of this study is Abraham Maslow hierarchy of needs theory of staff motivation and it relevance to the research topic, the chapter also includes the importance, organization and evaluation of staff training programmes. Empirical studies were also presented in the concluding part of the chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter contained the following items;

3.1 Introduction

3.2 Research Design

3.3 Population

3.4 Sample and Sampling Technique

3.5 Research Instrument

3.5.1 Validity of the Instrument

3.5.2 Pilot Study

3.5.3 Reliability of the Instrument

3.6 Procedure for Data Collection

3.7 Method of Data Analysis

3.1 Introduction

This chapter gives a breakdown of the research design, population of the study, the sample and sampling technique, Instruments used for data collection, pilot study, and method of administering the instruments as well as the method of data analysis.

3.2 Research Design

Descriptive survey research is adopted for the purpose of careful identification of the population, selection of a sample size of the population, make comparable analysis of the data with the view of making quantifiable generalization. Descriptive survey is described by Best and Khan in Olayiwola (2007) as the blue print of action, structure and strategy of investigation intended to provide answer to research question or hypotheses. The method uses questionnaire for collection of data from a population based on appropriate sample techniques. The study is expected to gather information from both primary and secondary sources. The secondary data will be used mostly in the literature review while the primary data will be gathered through the result obtained from the research instrument(Questionnaire)

3.3 Population of the Study

According to Olayiwola (2007) every study must define the population of interest in such a way that it will aid replication, generalization or universal application. Katsina State has a total number of 7 Zonal Educational offices out which only 2 will be considered in carrying out this research , namely Katsina and Mani zonal offices. Under Katsina zone, Katsina and Rimi Local Governments will be used as sampled, while under Mani zone, Mani and Bindawa Local Governments will be covered. Katsina education zone was chosen being the State capital, it is an urban like set up and has the highest number of teachers among the zones while Mani zone is one of the zones with the lowest number of teachers and has a rural like set up. This will give room for comparing the level of teachers training in urban areas and rural areas of Katsina State under the UBE scheme. The population for the study comprises of two different groups, the first is the group of some selected UBE teachers of primary schools, while the second group comprised of education managers which includes Head teachers, KTSUBEB officials, Senior Inspectors of Education, Supervisors, and LGEA

officials which were equally and randomly selected from the four Local Governments Areas. The actual number of education managers serving under the 2 zones could not be obtained officially therefore, 250 education managers were assumed to be the target population. A total of 494 respondents' views will be solicited, out of which 342 were teachers as well 152 education managers.

Table 3.1 shows the total number of Local Governments, number of Teachers and number of UBE Schools under Katsina and Mani educational zones.

Table 3.1: Population of the Study

S/N	Zone	LGA	UBE Schools	UBE Teachers
1	Katsina	Katsina	47	1,078
		Rimi	54	527
2	Mani	Mani	68	866
		Bindawa	50	485
	Total =	**4**	**219**	**2,956**

Source; Katsina State Universal Basic Education Board Score Card Report, (2014)

3.4 Sample and Sampling Technique

Random sampling technique was adopted with regards to the population sample due to its chances of impartiality in selecting the respondents. It is a process whereby everybody within the population has the probability or equal chance of being selected and the selection of one individual does not affect the selection of another just as suggested by Olayiwola, (2007).

Table 3.2: Sample of the Study

S/N	Zone	LGA	UBE Schools	UBE Teachers	Educ Mangrs selected
1	Katsina	2	101	1,605	125
2	Mani	2	118	1,351	125
	Total	**4**	**219**	**2,956**	**250**
		Sampled	**136**	**342**	**152**

The above table shows sample size selected which stands at 136 UBE schools and 342 UBE teachers who were randomly selected from the 136 selected UBE schools. While a total of 250 education managers were selected as target population out of which one 152 education managers were selected as sample size, this is in line with Research Advisor (2006) which recommends that for a population of 2, 956, 342 can be selected as sample, while for a population of 250, 152 can also be selected as sample. Therefore, a total 152 education managers were selected randomly 66 of them from each of the two educational zones, these include head teachers, officials of local government education authorities, local government SUBEB officials and 20 officials from the KTSUBEB State headquarters totaling at 152 respectively. While on the part of the teachers 171 teachers were selected from each zone.

3.5 Instrumentation

The instrument selected for the purpose of obtaining data from the respondents was a self-designed questionnaire. Akinade (2001), defines questionnaire as a survey, self-report research method used to present highly structured items or questions in writing. They were designed to solicit information about the feelings, attitudes, believes, experience,

expectations, personal characteristics and other feedback from respondents (Ndagi, 1999). Also, observation and interview methods will be adopted were necessary.

The questionnaire is divided into three sections, the first section contained an introductory letter from the head of department, and the second part solicits for biographical or personal information of the respondents while the third section contained 50 questions. The questionnaire contained item Statements in a close ended format. The Likert guide scale type of measuring scale was adopted with fixed responses. The assessment scales were SA, A, UN, SD and D.

3.5.1 Validity of the Instrument

Achara in Olayiwola (2007), opined that validity is one of the qualities which every research instrument most possesses, that the dependability of instrument after measuring what it claims to measure is regarded as validity. Therefore, the questionnaire was presented to the supervisors for proper validation purpose to insure its validity as well as how properly it has been design, the questionnaire was self-developed by the researcher.

3.5.2. Pilot Study

Pilot study enables the researcher to test the reliability of all the instruments mathematically with a view to ascertain consistency of the instrument. (Sambo, 2005). The pilot study is expected to reveal defect that will be corrected before final work is produced. 30 set of questionnaire were administered to some group of respondents outside the target population of the study, opinions of 10 education managers and 20 teachers were sought during the pilot study. The pilot study was conducted in a selected UBE Primary school under Katsina Zonal Education office.

3.5.3 Reliability of the Instrument

According to Ogunleye (2000), reliability is the degree of accuracy with which an instrument, test or set of tests measures whatever it is measuring. Reliability has to do with consistency and stability of the instrument after test and re-tests. Therefore, the instrument was subjected to scrutiny by the supervisors in order to ascertain its reliability. The result of the pilot study was subjected to a statistical test to determine its reliability using Cronbach's Alpha Based on Standardized items. The result showed reliability coefficient of .795 and therefore consider it adequate for the consistency of the instrument.

3.6 Procedure for Data Collection

An introductory letter was requested from the Department of Educational Foundation and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The researcher presented the letter to the Executive Chairman Katsina State Universal Basic Education Board. The questionnaire was administered personally by the researcher and where necessary the trained research assistants help was solicited due to time, financial and transport constraint.

3.7 Method of Data Analysis

The methodology adopted for the purpose of data presentation and analysis involved the classification of the respondent's views into two different groups and presented in a tabular form according to the number of items with similar responses in each question. The result was presented using frequency distribution table with the analysis and percentage of each question been presented below the tables. t-test statistical method of data analysis was adopted in testing the hypothesis at 0.05 level of significance. t-test is used when the comparison is between two variables.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.1 Introduction

This chapter presents an analysis of the data collected in the course of this study, 494 questionnaires were distributed out of which only 434 were returned. Therefore, the analysis was based on 434 as returned questionnaire. 121 questionnaires were returned from the side of education managers while 313 were returned from the side of the teachers. A total of 171 questionnaires were distributed to teachers under Katsina zone out of which 166 were returned, and under Mani education zone, 171 questionnaires were also distributed out of which only 147 were returned, while out of the 76 questionnaires distributed among education managers under Katsina zone 62 were returned, in Mani zone out of the 76 questionnaires distributed only 59 were returned. This shows that the rate of questionnaire returned from Katsina zone is higher than that of those returned from Mani zone from both category of respondents.

The chapter contained tables 4.2.1-4.3.5 each table contain the item Statement, category and responses of the respondents that were built in the questionnaire on Strongly Agreed, Agreed, Disagreed, Strongly Disagreed and Undecided for purpose of data presentation, interpretation and analysis. Therefore, the tables were interpreted in frequencies and percentages. Also contained were items 4.4, 4.5 and 4.6 which were hypotheses testing and table summary of hypotheses testing and summary of the research findings respectively. In the hypotheses testing explanation were made on whether the hypotheses are rejected or accepted based on the statistical verifications.

4.2 Presentation of Tables and Interpretation

This section presents tables and interpretation of the tables with regards to respondents opinion. Details contained in tables 4.2.1-4.5.5

Table 4.2.1: Gender of the Respondents

S/N	Gender	Frequency	Percent %
1	Male	239	55.1
2	Female	195	44.9
	Total =	**434**	**100**

The above table shows that 55.1% of the respondents were male while 44.9% were females, this indicates that male respondents were higher than female respondents.

The below table presents the classification of the respondent's base on their educational qualification, details in table 4.2.2

Table 4.2.2: Educational Qualification of Respondents

S/N	Qualification	Frequency	Percent
1	SSCE	38	8.8
2	Grade II	23	5.3
3	NCE	174	40.1
4	Diploma	40	9.2
5	Degree & above	159	36.6
	TOTAL	**434**	**100.0**

The above table indicates that 8.8% of the respondents have SSCE certificate, 5.3% have Grade II, 40.1% have NCE, 9.2% have Diploma and 36.6% have Degree, this shows that majority of the respondents have a higher institution certificate.

Table 4.2.3 presents the number of years of working experience of the respondents

Table: 4.2.3 Years of Experience of Respondents

S/N	Years	Frequency	Percent
1	1-5	109	25.1
2	6-10	183	42.2
3	11-20	128	29.5
4	21 and above	14	3.2
	Total	**434**	**100.0**

Table 4.2.3 above indicates that 25.1% of the respondents has 1-5 years working experience, 42.2% 6-10, 29.5% 11-20 and 3.2% 20 years and above respectively.

The below table 4.2.4 presents the post designation of the respondents

Table: 4.2.4 Designation of Respondents

S/N	Post	Frequency	Percent
1	Teacher	313	72.1
2	Education Manager	121	27.9
	Total	**434**	**100.0**

Table 4.2:4 indicates that 313 representing 72.1% of the respondents were teachers while 121 representing 27.9% were education managers.

4.3.1 Respondents Opinion on the Level of In-service Training Programme for Teachers under the Universal Basic Education UBE scheme in Katsina State.

This section covers the frequencies and percentages of respondent's opinion on the level of In-service training programme. Item statement in this section includes item 1-10

Table 4.3.1 Respondents opinion on the Level of In-service Training Programme for UBE Teachers in Katsina State

S/N	Item Statement	Category	Responses									
			Strongly Agree		Agree		Strongly Disagree		Disagree		Undecided	
			F	%	F	%	F	%	F	%	F	%
1	Provision of In-service training programme for UBE teachers in Katsina State is not satisfactory	Educ Managers	38	31.4	35	28.9	10	8.3	13	10.7	25	20.7
		Teachers	138	44.1	140	44.7	11	3.5	15	4.8	09	2.9
2	Inadequate funds affects the provision of In-service training	Educ Managers	35	28.9	61	50.4	02	1.7	04	3.3	19	15.7
		Teachers	84	26.8	178	56.9	16	5.1	16	5.1	17	5.4
3	Selection process of teachers for In-service training programme is not done base on merit	Educ Managers	30	24.8	66	54.5	09	7.4	02	1.7	14	11.6
		Teachers	93	29.7	147	47.0	30	9.6	23	7.3	20	6.4
4	The process of releasing teachers for In-service training programme is affected by political influence	Educ Managers	28	23.1	75	62.0	04	3.3	04	3.3	10	8.3
		Teachers	69	22.0	170	54.3	22	7.0	32	10.2	20	6.4
5	Strikes and other education trade union disputes affects the success and quality of In-service training programme	Educ Managers	33	27.3	80	66.1	03	2.5	02	1.7	03	2.5
		Teachers	106	33.9	173	55.3	08	2.6	13	4.2	13	4.2
6	Poor quality of training in Nigeria higher institutions affects the quality of In-service training	Educ Managers	48	39.7	61	50.4	06	5.0	02	1.7	04	3.3
		Teachers	153	48.9	143	45.7	02	0.6	08	2.6	07	2.2
7	Poor commitment from some teachers affects the success of In-service training programme	Educ Managers	39	32.2	71	58.7	05	4.1	03	2.5	03	2.5
		Teachers	146	46.6	150	47.9	03	1.0	02	0.6	13	3.8
8	Acute shortage of teachers affects the timely release of teachers for In-service training programme	Educ Managers	35	28.9	78	64.5	04	3.3	03	2.5	01	0.8
		Teachers	95	30.4	179	57.2	18	5.8	06	1.9	15	4.8
9	In-service training could be serve as a means of retaining teachers in active service	Educ Managers	31	25.6	81	66.9	02	1.7	02	1.7	05	4.1
		Teachers	112	35.8	172	55.0	09	2.9	06	1.9	14	4.5
10	Absence of In-service training programme leads to poor performance of UBE teachers in Katsina State	Educ Managers	51	42.1	64	52.9	02	1.7	02	1.7	02	1.7
		Teachers	119	38.0	176	56.2	06	1.9	05	1.6	07	2.2

**F for frequency and % for percentage ** Educ for Education

Table 4.3.1 above shows in respects of item 1 which seek the opinion of respondents on the level of In-service training programme for UBE Teachers, 31.4% and 28.9% education managers, 8.3% and 10.7%strongly disagree and disagree, while 20.7% were undecided, that the level of in-service training programme is not satisfactory, 44.1% and 44.7% of teachers strongly agree and agree, 3.5% and 4.8% strongly disagree and disagree while 2.9% remain undecided that the provision of in-service training programme for UBE teachers is not satisfactory. Item 2 which states that poor level funding of the in-service training programme affects its success, 28.9% and 50.4% of education managers strongly agree and agree, 1.7% and 3.3% strongly disagree and disagree, while 15.7% were undecided, 26.8% and 56.9% of teachers strongly agree, agree, 5.1%and 5.1% strongly disagree, disagree and 5.4% undecided respectively on the item. Item 3 States that poor selection process affects the success of in-service training programme, 24.8% and 54.5% strongly agree and agree on the part of education managers 1.7% and 1.7% strongly disagree and disagree and 11.6% were undecided on the statement, while on the side of teachers, 29.7%, 47.0 %, 9.6%, 7.3% and 5.8%, strongly agree, agree, strongly disagree, disagree and undecided respectively that selection of teachers for in-service training were not done base on merit. On item 4, 23.1%, 62%, 3.3, 3.3%, and 8.3% respectively on the part of education managers strongly agree, agree, strongly disagree, disagree and undecided on the statement that the process of releasing teachers for in-service training is affected by political influence, while 22.0%, 54.3%, 7.0%, 10.2% and 5.1% respectively on the side of teachers strongly agree, agree, strongly disagree, disagree and undecided on the statement. On item 5, 27.3% and 66.1% strongly agree and agree, 2.5% and 1.7% strongly disagree and disagree while 3.3% were undecided, while 33.9% and 55.3% of teachers strongly agree and agree, 2.6% and 4.2% strongly disagree and disagree, 3.2% were undecided on the statement that strikes and other trade union disputes affects the success and quality of in-service training programme for the

teachers. On item 6, 39.7% and 50.4% of education managers strongly agree and agree, 5.0% and 1.7% strongly disagree and disagree 3.3% were undecided, while 48.9% and 45.7% of teachers strongly agree and agree, 0.6% and 2.6% strongly disagree and disagree, 1.7% were undecided on the Statement that poor quality of teaching in Nigeria higher institutions affects the quality of in-service training programme.

On item 7, which states that poor commitment from teachers affects the success of their in-service training programme, 32.2% and 58.7% strongly agree and agree, 4.1% and 2.5% strongly disagree and disagree, 2.5% remain undecided on the Statement, also on the teachers part, 46.6% and 47.9% strongly agree and agree, 1.0% and 0.6% strongly disagree and disagree, 3.2% were undecided respectively on the statement, under item 8, 28.9% and 64.5% strongly agree and agree, 3.3% and 2.5% strongly disagree and disagree, 0.8% were undecided, while 30.4% and 57.2% of teachers strongly agree and agree, 5.8% and 1.9% strongly disagree and disagree, 4.2% were undecided respectively on the statement that acute shortage of qualified teachers affects the timely release of teachers for in-service training programme. On item 9, which states that in-service training could serve as a means of retaining teachers in active service, 25.6% and 66.9% of education managers strongly agree and agree, 1.7% and 1.7% strongly disagree and disagree, 4.1% were undecided, while 35.8% and 55.0% of teachers strongly agree and agree, 2.9% and 1.9% strongly disagree and disagree, and 4.5% were undecided respectively on the statement. On item 10 which states that absence of in-service training programme leads to poor performance of UBE teachers towards service delivery in Katsina State, 42.1% and 52.9% of education managers strongly agree and agree with the statement, 1.7% and 1.7% strongly disagree and disagree, 1.7% were undecided, while 38.0% and 56.2% of teachers strongly agree and agree, 1.9% and 1.6% strongly disagree and disagree, 2.2% were undecided respectively on the Statement.

4.3.2. Opinion of Respondents on the Level of Conference Programme for Teachers under the Universal Basic Education Programme UBE in Katsina State.

This section covers the frequencies and percentages of respondent's opinion on the level of Conference programme for UBE teachers in Katsina State, it contained items 11-20.

Table 4.3.2: Respondents opinion on the Level of Conference Programme for UBE Teachers in Katsina State

S/N	Item Statement	Category	Responses									
			Strongly Agree		Agree		Strongly Disagree		Disagreed		Undecided	
			F	%	F	%	F	%	F	%	F	%
11	Provision of conference programme for UBE teachers in Katsina State is low	Educ Managers	38	31.7	71	58.7	08	6.6	03	2.5	01	0.8
		Teachers	111	35.5	181	57.8	11	3.5	03	1.0	07	2.2
12	Inadequate funds affects the level of organizing and sponsoring conference programme for UBE teachers	Educ Managers	30	24.8	75	62.0	06	5.0	02	1.7	08	6.7
		Teachers	101	32.3	176	56.2	14	4.5	06	1.9	16	5.1
13	Poor level of organization leads to the failure of conference programme	Educ Managers	11	9.1	97	80.2	05	4.1	03	2.5	05	4.2
		Teachers	67	21.4	197	62.9	24	7.7	11	3.5	14	4.4
14	There is poor level of commitment by KTSUBEB,LEA officials&School heads with regards to conference programme	Educ Managers	25	20.7	76	62.8	08	6.6	06	5.0	06	5.0
		Teachers	69	22.0	176	56.2	42	13.4	05	1.6	18	6.7
15	Selection of conference programme participants is not done base on merit	Educ Managers	44	36.4	58	47.9	06	5.0	05	4.1	08	6.6
		Teachers	99	31.6	168	53.7	21	6.7	16	5.1	09	2.9
16	Poor logistic arrangements leads to the failure of conference programme	Educ Managers	32	26.4	77	63.6	03	2.5	04	3.3	05	4.1
		Teachers	134	42.8	165	52.7	02	0.6	02	0.6	10	3.2
17	Conference are organize to assist teachers towards solving contemporary challenges of the teaching profession	Educ Managers	37	30.6	79	65.3	0	0	01	0.8	04	3.3
		Teachers	117	37.4	184	58.8	02	0.6	07	2.2	10	3.2
18	UBE teachers performance are poorly evaluated after conference programme	Educ Managers	43	35.5	72	59.5	0	0	04	3.3	02	1.7
		Teachers	133	42.5	170	54.3	0	0	02	0.6	08	2.6
19	Poor commitment from UBE teachers affects the success of conference	Educ Managers	44	36.4	72	59.5	02	1.7	02	1.7	01	0.8
		Teachers	108	54.5	179	57.2	11	3.5	08	2.6	07	2.2
20	Teachers performance after attending conference is expected to improve positively	Educ Managers	34	28.1	79	65.3	02	1.7	03	2.5	03	2.5
		Teachers	119	38.0	173	55.3	05	1.6	06	1.9	10	3.5

**F for frequency and % for percentage ** Educ for Education

Table 4.3.2 above indicates that, under item 11, 31.4 % and 58.7% of education managers strongly agree and agree on the statement, 6.6% and 2.5% strongly disagree and disagree while 0.8% remain undecided, 35.5% and 57.8% of teachers strongly agree and agree, 3.5% and 1.0% strongly disagree and disagree, 2.6% were undecided that the provision for conference programme is low, with regards to funding on item 12, respondents opinions shows, 24.8% and 62.0% of education managers strongly agree and agree that inadequate funds leads to the failure of conference programme, 5.0% and 1.7% strongly disagree and disagree, while 6.7% were undecided, 32.3% and 56.2% of teachers strongly agree and agree, 4.5% and 1.9% strongly disagree and disagree, and 5.1% remain undecided respectively on the Statement. Under item 13 which States that poor level of organization leads to the failure of conference programme for teachers under the UBE scheme, 9.1% and 80.2% of education managers strongly agree and agree, 4.1% and 2.5% strongly disagree and disagree while 4.2% were undecided. 21.4% and 62.9% of teachers strongly agree and agree, 7.7% and 3.5% strongly disagree and disagree, 4.4% were undecided. On item 14, 20.7 % and 62.8% of education managers strongly agree and agree, 6.6% and 5.0% strongly disagree and disagree, and 5.0% were undecided, while 22.0% and 56.2% of teachers strongly agree and agree, 13.4% and 1.6% strongly disagree and disagree, and 6.7% were undecided that poor committed by some UBE teachers with regards to conference programme affects its success.

There was also agreement on the opinion of respondents on item 15, 36.4% and 47.9% of education managers strongly agree and agree, 5.0% and 4.1% strongly disagree and disagree, and 6.6 remain undecided, also 31.6% and 53.7% of teachers strongly agree and agree, 6.7% and 5.1% strongly disagree and disagree, and 2.9% were undecided respectively that selection of conference participants is not done base on merit, under item 16 the respondents also agreed that poor logistic arrangement leads to the failure of conference programme, 26.4% and 63.6% of education managers strongly agree and agree, 2.5% and 3.3% strongly

disagree and disagree, 4.1% were undecided, while on the part of teachers, 42.8% and 52.7% strongly agree and agree, 0.6% and 0.6% strongly disagree and disagree, 3.2% were undecided respectively. On item 17, which states that conference are organize to assist teachers towards solving the contemporary challenges of the teaching profession, 30.6% and 65.3% of education managers strongly agree and agree, 0% and 0.8% strongly disagree and disagree, 3.3% were undecided, while 37.4% and 58.8% of teachers strongly agree and agree, 0.6% and 2.2% strongly disagree and disagree, and 3.2% were undecided respectively. On item 18 which states that teachers were adequate evaluated after attending conference programme, 35.6% and 59.5% of education managers strongly agree and agree, 0% and 3.3% strongly disagree and disagree, 8% were undecided, while 42.5% and 54.3% of teachers strongly agree and agree, 0% and 0.6% strongly disagree and disagree, 2.6% were undecided respectively. Under item 19, 36.4% and 59.5% of education managers strongly agree and agree, 1.7% and 1.7% strongly disagree and disagree, 0.8% were undecided. While 54.5% and 57.2% of teachers strongly agree and agree, 3.1% and 2.6% strongly disagree and disagree, 2.2% were undecided respectively on the statement that poor cooperation by some teachers affects the success of conference. Finally, on item 20, 28.1 % and 65.3% of education managers strongly agree and agree, 1.7% and 2.5% strongly disagree and disagree 2.5% were undecided, while 38.0% and 55.3% of teachers strongly agree and agree, 1.6% and 1.9% strongly disagree and disagree, 3.5% were undecided that after attending a conference, the performance of UBE teachers is expected to improve positively.

Table 4.3.3 Opinion of Respondents on the Level of Workshop Programme for UBE teachers in Katsina State

This section covers the frequencies and percentages of respondent's opinion on the level of workshop programme for UBE teachers in Katsina State from items 21-30.

Table 4.3.3: Level of Workshop Programme for UBE Teachers in Katsina State

S/N	Item Statement	Category	Responses									
			Strongly Agreed		Agree		Strongly Disagree		Disagree		Undecided	
			F	%	F	%	F	%	F	%	F	%
21	The level of workshop programme for UBE teachers in Katsina State is below average	Educ Managers	23	19.0	83	68.6	09	7.4	04	3.3	02	1.7
		Teachers	136	43.5	148	47.3	12	3.8	04	1.3	13	4.1
22	Funds made available for organizing workshop programmes for UBE teachers are diverted	Educ Managers	29	24.0	79	65.3	04	3.3	03	2.5	06	5.0
		Teachers	79	25.2	190	60.7	19	6.1	04	1.3	21	6.7
23	Selection of workshop participants is affected by nepotism	Educ Managers	28	23.1	77	63.6	05	4.1	03	2.5	08	6.6
		Teachers	59	18.8	176	56.2	47	15.0	06	1.9	25	8.0
24	Poor level of organization and wrong timing affects the success of workshop programme	Educ Managers	17	14.0	82	67.8	08	6.6	06	5.0	08	6.7
		Teachers	63	20.1	189	60.4	17	5.4	11	3.5	33	10.5
25	Teachers are more concerned with the material incentives attached to workshop programme rather than knowledge and skills acquisition	Educ Managers	26	21.5	79	65.3	04	3.3	03	2.5	09	7.4
		Teachers	76	24.3	172	55.0	34	10.9	10	3.2	21	6.7
26	Poor commitment from the KTSUBEB affects the level of success of workshop programme for the teachers	Educ Managers	40	33.1	72	59.5	02	1.7	04	3.3	03	2.5
		Teachers	95	30.4	192	61.3	10	3.2	04	1.3	12	3.9
27	Poor cooperation of UBE teachers during workshop session affects the level of its success	Educ Managers	21	17.4	89	73.6	02	1.7	04	3.3	05	4.1
		Teachers	108	34.5	180	57.5	04	1.3	01	0.3	20	6.4
28	Absence of workshop programme will certainly affects the performance of the UBE teachers in discharging their duties professionally	Educ Managers	36	29.8	70	57.9	04	3.3	04	3.3	07	5.8
		Teachers	88	28.1	194	62.0	12	3.8	12	3.8	07	2.2
29	Non-timely release of funds meant for training programme such as workshop affects its success	Educ Managers	31	25.6	86	71.1	01	0.8	03	2.5	0	0
		Teachers	107	34.2	184	58.8	04	1.3	08	2.6	10	3.2
30	Workshop programme could serve as a means of motivating teachers towards higher work performance	Educ Managers	23	19.0	94	77.7	01	0.8	03	2.5	0	0
		Teachers	87	27.8	200	63.9	10	3.2	06	1.9	10	3.2

`**F for frequency and % for percentage **Educ for Education

Table 4.3.3 above indicated under item 21 that, 19.0% and 68.6% of education managers strongly agree and agree, 7.4% and 3.3% strongly disagree and disagree, 1.7% were undecided respectively that the level of workshop is below average, 43.5% and 47.3% of teachers strongly agree and agree, 3.8% and 1.3% strongly disagree and disagree, 4.1% were undecided, on item 22, diversion of funds affects the level of organizing workshop for the UBE teachers, 24.0% and 65.3% of education managers strongly agree and agree, 3.3% and 2.5%, strongly disagree and disagree, 5.0% were undecided, while 25.2% and 60.7%, of teachers strongly agree and agree, 6.1% and 1.3% strongly disagree and disagree, 6.7% were undecided, item 23 states that selection of workshop participants is affected by nepotism, 23.1% and 63.6% strongly agree and agree with the Statement, 4.1% and 2.5%, strongly disagree and disagree, 6.6% were undecided, while 18.8% and 56.2% of teachers strongly agree and agree, 15.0% and 1.9% strongly disagree and disagree, 8.0% were undecided, on item 24, 14.0% and 67.8% education managers strongly agree and agree, 6.6% and 5.0%, strongly disagree and disagree, 6.7% were undecided, while 20.1% and 60.4% of teachers strongly agree and agree, 5.4% and 3.5% strongly disagree and disagree, 10.5% were undecided respectively that poor level of organization and wrong timing affects the success of workshop programme.

Also on item 25 the respondents agreed on the statement that teachers were more concerned with the material incentives attached to workshop rather than knowledge and skills acquisition, 21.5% and 65.3% of education managers strongly agree and agree, 3.3% and 2.5% strongly disagree and disagree, 7.4% were undecided, while 24.3% and 55.0% of teachers strongly agree and agree, 10.9% and 3.2% strongly disagree and agree, 6.7% were undecided on the statement respectively. On item 26, 33.1% and 59.5% of education managers strongly agree and agree, 1.7% and 3.3% strongly disagree, 2.5% were undecided. Also 30.4% and 61.3% of teachers strongly agree and agree, 3.2% and 1.3% strongly

disagree and disagree, 3.9% remain undecided that poor commitment from KTSUBEB affects the success of workshop programme for UBE teachers in Katsina State.

Likewise, on item 27, 17.4% and 73.6% of education managers strongly agree and agree, 1.7% and 3.3% strongly disagree and disagree, 4.1% were undecided, 34.5% and 57.5% of teachers strongly agree and agree, 1.3% and 0.3% strongly disagree and disagree, 6.4% remain undecided that poor evaluation of the UBE teachers after attending training workshop programme affects its success. Under item 28, 29.8% and 57.9% of education managers strongly agree and agree, 3.3% and 3.3% strongly disagree, 5.8% were undecided on the statement that absence of workshop certainly affects teachers performance in discharging their duties professionally. On the part of the teachers, 28.1% and 62.0% strongly agree and agree, 3.8% and 3.8% strongly disagree and disagree, while 2.2% remain undecided on the above statement. While on item 29, 25.6% and 71.1% of education managers strongly agree and agree, 0.8% and 2.5% strongly disagree and disagree and 0% were undecided, while 34.2% and 58.8% of teachers strongly agree and agree, 1.3% and 2.6% strongly disagree and disagree, 3.2% were undecided that non-timely release of funds meant for organizing workshop affects its success. Finally, on item 30, 19.0% and 77.7 of education managers strongly agree and agree, 0.8% and 2.5% strongly disagree and disagree, 0% remain undecided, 27.8% and 63.9% of teachers strongly agree and agree, 3.2% and 1.9% strongly disagree and disagree, 3.2% were undecided respectively that workshop attendance could serve as a means of motivating workers towards high work performance.

The above interpretation shows that both respondents attached more value to the issue of workshop programme by accepting that the level of organizing the programme is very inadequate and that if adequately maintained, workshop attendance will certainly boost the capacity of UBE teachers towards effective service delivery.

Table 4.3.4 Opinion of Respondents on the Level of Mentoring Programme for Teachers under the Universal Basic Education scheme in Katsina State.

This section covers the frequencies and percentages of respondent's opinion on the level of Mentoring programme for UBE teachers in Katsina State containing items 31-40.

Table 4.3.4 Opinion of Respondents on the Level of Mentoring Programme for UBE Teachers in Katsina State

S/N	Item Statement	Category	Responses									
			Strongly Agree		Agree		Strongly Disagree		Disagree		Undecided	
			F	%	F	%	F	%	F	%	F	%
31	The level of Mentoring programme for UBE teachers in Katsina State is poor	Educ Managers	23	19.0	81	66.9	05	4.1	04	3.3	08	6.6
		Teachers	111	35.5	169	54.0	16	5.1	07	2.2	10	3.2
32	Poor level of organization leads to the failure of Mentoring programme	Educ Managers	41	33.9	67	55.4	04	3.3	04	3.3	05	4.1
		Teachers	72	23.0	201	64.2	26	8.3	05	1.6	09	2.9
33	UBE teachers in Katsina State were not commitment towards accepting Mentoring programme	Educ Managers	28	23.1	73	60.3	08	6.6	08	6.6	04	3.3
		Teachers	65	20.8	176	56.2	41	13.1	13	4.2	18	5.7
34	Mentoring programme serve as a problem solving method that assist teachers towards solving teaching difficulties, therefore, it is not a fact finding process	Educ Managers	30	24.8	72	59.5	06	5.0	04	3.3	09	7.4
		Teachers	69	22.0	192	61.3	28	8.9	08	2.6	16	5.1
35	Mentoring serves as a means of evaluating teachers performance after attending a particular staff development programme	Educ Managers	33	27.3	72	59.5	06	5.0	07	5.8	03	2.5
		Teachers	84	26.8	189	60.4	16	5.1	04	1.3	20	6.4
36	Newly employed teachers require adequate Mentoring programme in order to be able to perform their new assign tasks effectively	Educ Managers	52	43.0	65	53.7	01	0.8	03	2.5	0	0
		Teachers	111	35.5	175	55.9	06	1.9	05	1.6	16	5.1
37	Mentoring is supposed to be a continues exercise throughout teachers career in active service, but reverse is the case among UBE teachers	Educ Managers	31	25.6	87	71.9	0	0	01	0.8	02	1.7
		Teachers	103	32.9	191	61.0	04	1.3	04	1.3	11	3.5
38	Mentoring programme requires the effort of a more experience teacher towards solving the teaching difficulties of less experience and new teachers	Educ Managers	37	30.6	75	62.0	02	1.7	02	1.7	05	4.1
		Teachers	99	31.6	199	63.6	08	2.6	01	0.3	06	1.9
39	School managers are responsible for organizing and supervising mentoring programme for their teachers	Educ Managers	44	36.4	76	62.8	0	0	0	0	01	0.8
		Teachers	93	29.7	193	61.7	09	2.9	04	1.3	14	4.3
40	UBE teachers in Katsina State must be ready to accept mentoring programme at all times	Educ Managers	36	29.8	83	68.6	0	0	0	0	02	1.7
		Teachers	87	27.8	196	62.6	09	2.9	11	3.5	10	3.2

F for frequency and % for percentage Educ for Education

Table 4.3.4 above shows under item 31, 19.0% and 66.9% of education managers strongly agree and agree that the level of mentoring programme for UBE teachers in Katsina State is poor, 4.1% and 3.3% strongly disagree and agree, and 6.6% were undecided on the statement. On the part of teachers 35.5% and 54.0% strongly agree and agree, 5.1% and 2.2% strongly disagree and disagree, 3.2% remain undecided on the statement, on item 32, 33.9% and 55.4% of education managers strongly agree and agree, 3.3% and 3.3% strongly disagree and disagree, 4.1% were undecided, also 23.0% and 64.2% of teachers strongly agree and agree, 8.5% and 1.6% strongly disagree and disagree, 2.9% were undecided that poor level of organization leads to the failure of Mentoring for the UBE teachers, on item 33, 23.1% and 60.3% of education managers strongly agree and agree, 6.6% and 6.6% strongly disagree and disagree, 3.3% were undecided, 20.8% and 56.2% of teachers strongly agree and agree, 13.1% and 4.2% strongly disagree and disagree, 5.7% were undecided that there is poor level of commitment by UBE teachers in Katsina State towards accepting mentoring programme. On item 34, 24.8% and 59.5% of education managers strongly agree and agree, 5.0% and 3.3% strongly disagree and disagree, 7.4% were undecided, also 22.0% and 61.3% of teachers strongly agree and agree, 8.9% and 2.6% strongly disagree and disagree, 5.1% were undecided that Mentoring is a problem solving method and not a fact finding process. Also on item 35 the respondents express their opinions respectively on the following percentages 27.3% and 59.5% of education managers strongly agree and agree, 5.0% and 5.8% strongly disagree and disagree, 2.5% were undecided, while 26.8% and 60.4% of teachers strongly agree and agree, 5.1% and 1.3% strongly disagree and disagree, 6.4% were undecided that Mentoring could serve as a means of evaluating teachers performance after attending other staff training programmes.

Likewise, on item 36, 43.0% and 53.7% of education managers strongly agree and agree, 0.8% and 2.5% strongly disagree and disagree, 0% were undecided, 35.5% and 55.9%

of teachers strongly agree and agree, 1.9% and 1.6% strongly disagree and disagree, 5.1% were undecided that newly employed teachers require adequate mentoring programme in order to be able to discharge their duties professionally. While on item 37, 26.6% and 71.9% of education managers strongly agree and agree, 0% and 0.8% strongly disagree and disagree, 1.7% were undecided, 32.9% and 61.0% of teachers strongly agree and agree, 1.3% and 1.3% strongly disagree and disagree, 3.5% were undecided that mentoring supposed to be a continues exercise, but reverse is the case in Katsina State, under item 38, 30.6% and 62.0% of education managers strongly agree and agree, 1.7% and 1.7% strongly disagree and disagree, 4.1% were undecided, while 31.6% and 63.6% of teachers strongly agree and agree, 2.6% and 0.3% strongly disagree and disagree, 1.9% were undecided that mentoring exercise requires the efforts of more experience teachers towards solving the teaching difficulties of less experience and new teachers. Under item 39, 36.4% and 62.8% of education managers strongly agree and agree, 0% and 0% strongly disagree and disagree, 0.8% were undecided that school managers were responsible for organizing mentoring programme for their teachers, while 29.7% and 61.7% of teachers strongly agree and agree, 2.9% and 1.3% strongly disagree and disagree, 4.3% were undecided. Under item 40, 29.8% and 68.6% of education managers strongly agree and agree, 0% and 0% strongly disagree and disagree, 1.7% were undecided, while 27.8% and 62.6% of teachers strongly agree and agree, 2.9% and 3.5% strongly disagree and disagree, 3.2% were undecided that all teachers under the Universal Basic Education programme UBE are ready to accept all forms of Mentoring exercise afforded to them.

4.3.5. Opinion of Respondents on the Level of Seminar Programme for Teachers under the Universal Basic Education UBE Programme in Katsina State.

This section covers frequencies and percentages of respondent's opinion on the level of seminar programme for UBE teachers in Katsina State under item 41-50.

Table 4.3.5: Opinion of Respondents on the Level of Seminar Programme for UBE Teachers in Katsina State

S/N	Item Statement	Category	Responses									
			Strongly Agree		Agree		Strongly Disagree		Disagreed		Undecided	
			F	%	F	%	F	%	F	%	F	%
41	The level of Seminar programme for UBE teachers in Katsina State is very low	Educ Managers	37	30.6	71	58.7	04	3.3	08	6.6	01	0.8
		Teachers	99	31.6	185	59.1	11	3.5	06	1.9	12	3.8
42	Non-timely release of funds affects the level of organizing Seminars for UBE teachers in Katsina State	Edu Managers	33	27.3	78	64.5	04	3.3	04	3.3	02	1.7
		Teachers	100	31.9	173	55.3	15	4.8	15	4.8	10	3.2
43	Poor logistic arrangements of Seminar programme for UBE teachers affects its success	Educ Managers	27	22.3	82	67.8	01	0.8	04	3.3	07	5.8
		Teachers	71	22.7	210	67.1	15	4.8	05	1.6	12	3.8
44	Poor commitment from school managers affects the success of seminar programme	Educ Managers	25	20.7	81	66.9	06	5.0	06	5.0	03	2.5
		Teachers	61	19.5	196	62.6	24	7.7	13	4.2	19	6.1
45	Inadequate resource persons and training materials affects the level of success of Seminar programme	Educ Managers	27	22.3	77	63.6	03	2.5	04	3.3	10	8.3
		Teachers	83	26.5	172	55.0	20	6.4	14	4.5	24	7.7
46	Poor cooperation by UBE teachers affects the success of Seminar programme	Educ Managers	27	22.3	83	68.6	03	2.5	03	2.5	05	4.1
		Teachers	78	24.9	182	58.1	28	8.9	02	0.6	23	7.3
47	Absence of Seminar programme for UBE teachers limited their ability and capacity to tackle emerging challenges facing their profession	Educ Managers	38	31.4	78	64.5	0	0	01	0.8	04	3.3
		Teachers	96	30.7	181	57.8	11	3.3	10	3.2	20	4.8
48	School managers are not encourage towards organizing periodic internal Seminars for their teachers	Educ Managers	25	20.7	87	71.9	02	1.7	03	2.5	04	3.3
		Teachers	94	30.0	190	60.7	06	1.9	09	2.9	14	4.4
49	Poor evaluation of teachers performance after attending Seminars affects its success	Educ Managers	34	28.1	76	62.8	02	1.7	02	1.7	07	5.8
		Teachers	90	28.8	196	62.6	06	1.9	06	1.9	15	4.8
50	Absence of Seminar programme for teachers undermined the process of achieving the over-all UBE objectives in Katsina State	Educ Managers	32	26.4	83	68.6	0	0	0	0	06	5.0
		Teachers	119	38.0	177	56.5	03	1.0	06	1.9	08	2.6

*F for frequency and % for percentage**Educ for Education

Table 4.3:5 above shows that on item 41, 30.6% and 58.7% of education managers strongly agree and agree, 3.3% and 6.6% strongly disagree and disagree, 0.8% were undecided, also 31.6% and 59.1% of teachers strongly agree and agree, 3.5% and 1.9% strongly disagree and disagree, 3.8% were undecided that the level of seminar programme for UBE teachers in Katsina State is very low, under item 42, 27.3 % and 64.5% of education managers strongly agree and agree, 3.3% and 3.3% strongly disagree and disagree, 1.7% were undecided, also 31.9% and 55.3% of teachers strongly agree and agree, 4.8% and 4.8% strongly disagree and disagree, 3.2% were undecided that inadequate funds affects the level of organizing seminars for the UBE teachers, on item 43, 22.3% and 67.8% of education managers strongly agree and agree, 0.8% and 3.3% strongly disagree and disagree, 5.8% were undecided, also 22.7% and 67.1% of teachers strongly agree and agree, 4.8% and 1.6% strongly disagree and disagree, 1.6% were undecided respectively that poor logistic arrangement affects the success of seminar programme, respondents views on item 44 shows that 27.7% and 66.9% of education managers strongly agree and agree, 5.0% and 5.0% strongly disagree and disagree, 2.5% were undecided, also 19.5% and 62.6% of teachers strongly agree and agree, 7.7% and 4.2% strongly disagree and disagree, 6.1% were undecided that poor commitment from school managers affects the success of seminars.

Also on item 45 which states that inadequate resource persons and materials affects the success of seminars, 22.3% and 63.6% of education managers strongly agree and agree, 2.5% and 3.3% strongly disagree and disagree, 8.3% were undecided, also 26.5% and 55.0% of teachers strongly agree and agree, 6.4% and 4.5% strongly disagree and disagree, 7.7% were undecided on the statement. On item 46, 22.3% and 68.6% of education managers strongly agree and agree, 2.5% and 2.5% strongly disagree and disagree, 4.1% were undecided, also 24.9% and 58.1% of teachers strongly agree and agree, 8.9% and 0.6% strongly disagree and

disagree, 7.3% were undecided that poor cooperation from teachers affects the success of seminar.

Under item 47, 31.4% and 64.5% of education managers strongly agree and agree, 0% and 0.8% strongly disagree and disagree, 3.3% were undecided, also 30.7% and 57.8% of teachers strongly agree and agree, 3.3% and 3.2% strongly disagree and disagree, 4.8% were undecided that absence of seminar will limited the capacity of the teachers to tackle emerging challenges, under item 48 which states that school managers were not encourage towards organizing periodic seminars to their teachers, 20.7% and 71.9% of education managers strongly agree and agree with the statement, 1.7% and 2.5% strongly disagree and disagree, 3.3% were undecided, also 30.0% and 60.7% of teachers strongly agree and agree, 1.9% and 2.9% strongly disagree and disagree, 4.4% were undecided. While on item 49, 28.1% and 62.8% of education managers strongly agree and agree that poor evaluation of teachers performance after attending seminars affects the success of the programme, 1.7% and 1.7% strongly disagree and disagree, 5.8% were undecided, 28.8% and 62.6% of teachers strongly agree and agree, 1.9% and 1.9% strongly disagree and disagree, 5.8% were undecided, finally on item 50 the respondents express their views as follows, 26.4% and 68.6% of education managers strongly agree and agree, 0% and 0% strongly disagree and disagree, 5.0% were undecided, while 38.0% and 56.5% of teachers strongly agree and agree, 1.0% and 1.9% strongly disagree and disagree, 2.6% were undecided on the statement which states that absence of seminar programme for teachers undermined the process of achieving the overall UBE objectives in Katsina State.

4.4 Hypotheses Testing

Five hypotheses were formulated and tested using t-test statistical method of analysis at 0.05 level of significance therefore, any hypothesis is rejected when the P value > 0.05, while hypothesis is retained when P value < 0.05 at the level of significance 434

4.4.1: Hypothesis I

Hypothesis one states that there is no significant difference in the view of education manager and teachers on the level of in-service training programme for UBE teachers in Katsina State

Table 4.4.1: ***t-test summary on the Level of In-service Training Programme for UBE Teachers in Katsina State***

Variables	N	Mean	S.D	t-calculated	Df	P.	t-critical
Teachers	313	40.9201	4.16680				
				1.148	432	.252	1.96
Education Managers	121	40.3884	4.72118				
Total	434						

The table 4.4.1 above revealed t-calculated 1.148 at 432 degree of freedom and at 0.05, is less than the t-critical value 1.96. The observed level of significance P.252 is greater than 0.05 level of significance. This means that there is no significant difference in the view of education manager and teachers on the level of in-service training programme for UBE teachers in Katsina State. Therefore, the null hypothesis is retained.

4.4.2: Hypothesis II

Hypothesis two states that there is no significant difference in the view of education manager and teachers on the level of conference programme for UBE teachers in Katsina State.

Table 4.4.2: ***t- test summary on the Level of Conference Programme for UBE Teachers***

Variables	N	Mean	S.D	t-calculated	Df	P.	t-critical
Teachers	313	41.1789	5.05292				
				.717	432	.474	1.96
Education Managers	121	40.6777	5.3261				
Total	434						

The table 4.4.2 above revealed t-calculated. 717 at 432 degree of freedom and at 0.05, is less than the t-critical value 1.96. The observed level of significance P.474 is greater than 0.05 level of significance. This means that there is no significant difference in the view of education manager and teachers on the level of conference programme for UBE teachers in Katsina State. Therefore, the null hypothesis is retained

4.4.3: Hypothesis III

Hypothesis three states that there is no significant difference in the view of education manager and teachers on the level of workshop programme for UBE teachers in Katsina State

Table 4.4.3: ***t-test summary on the Level of Workshop Programme for UBE teachers***

Variables	N	Mean	S.D	t-calculated	Df	P.	t-critical
Teachers	313	39.5559	7.04001				
				.546	432	.585	1.96
Education Managers	121	39.9421	5.30298				
Total	434						

The table 4 above revealed t- calculated.546 at 432 degree of freedom and at 0.05, is less than the t-critical value 1.96. The observed level of significance P.585 is greater than 0.05 level

of significance. This means that there is no significant difference in the view of education manager and teachers on the level of workshop programme for UBE teachers in Katsina State. Therefore, the null hypothesis is retained.

4.4.4: Hypothesis IV

Hypothesis four states that there is no significant difference in the view of education manager and teachers on the level of mentoring programme for UBE teachers in Katsina State.

Table 4.4.4: ***t-test summary on the level of mentoring programme for UBE teachers***

Variables	**N**	**Mean**	**S.D**	**t-calculated**	**Df**	**P.**	**t-critical**
Teachers	313	40.2780	6.32831				
				1.599	432	.111	1.96
Education Managers	121	41.2893	4.64478				
Total	434						

The table 4.4.4 above revealed t- calculated 1.599 at 432 degree of freedom and at 0.05, is less than the t-critical value 1.96. The observed level of significance P.111 is greater than 0.05 level of significance. This means that there is no significant difference in the view of education manager and teachers on the level of mentoring programme for UBE teachers in Katsina State. Therefore, the null hypothesis is retained.

4.4.5: Hypothesis V

Hypothesis five states that there is no significant difference in the view of education manager and teachers on the level of seminar programme for UBE teachers in Katsina State.

Table 4.4.5: ***t-test summary on the Level of Seminar Programme for UBE Teachers***

Variables	N	Mean	S.D	t-calculated	Df	P.	t-critical
Teachers	313	39.9968	6.91593				
				.194	432	.847	1.96
Education Managers	121	39.8512	7.30372				
Total	434						

The table 4.4.5 above revealed t- calculated .194 at 432 degree of freedom and at 0.05, is less than the t-critical value 1.96. The observed level of significance P.847 is greater than 0.05 level of significance. This means that there is no significant difference in the view of education manager and teachers on the level of seminar programme for UBE teachers in Katsina State. Therefore, the null hypothesis is retained.

4.5. Summary of the Findings

From the analysis of the responses, it was discovered that staff training programmes for UBE teachers in Katsina State were inadequate. Therefore, the summary of the findings shows that despite the effort of the KTSUBEB, State Ministry of Education and the Local Education Authorities towards continuous training of teachers serving under the UBE scheme in Katsina State these programmes were inadequate, the findings revealed that;

1-Level of In-service training programe for UBE teachers in Katsina State is not satisfactory

2- Level of conference programme for UBE teachers in Katsina State is low

3-Level of workshop programme for UBE teachers in Katsina State is below average

4 Level of mentoring programme for UBE teachers in Katsina State is poor

5-Level of seminar programme for UBE teachers in Katsina State is very low.

4.6 Discussion of the Findings

The major findings of the study indicated that there was no significant difference in the opinion of respondents on the level of training programmes for teachers under UBE in Katsina State this has led to the retention of all the five hypotheses postulated. This implies that there was a consensus among the respondents that the level of training programme for Teachers under UBE programme in Katsina State were inadequate due to the summaries factors.

The low level of these training programmes for UBE teachers in Katsina State may have become the reasons for the poor performance of the teachers in service delivery thereby undermining the process of achieving the UBE objectives in Katsina State especially with regards to teachers teaching in rural areas and those with no teaching qualification. Many of the noble aims of organizing and sponsoring teachers training programmes may have been defeated by financial inadequacy. Adequate materials that are necessary and suitable to the skills needed at work which can assist UBE teachers towards excelling in their capacity as professional teachers were hardly available during the training programmes. This situation could also have been the reasons for the low level of the training programmes.

Monitoring and evaluation system in UBE schools were assumed to be inadequate to facilitate effective implementation of the mentoring exercise especially for newly employed teachers who sees the exercise as a fact finding process rather than a problem solving approach. This implies that the level of training received by UBE teachers will determine the level of instruction they will give to the pupils, also the level of funds available to schools determines the level of training they can be able to organize or sponsor teachers to attend, and the level of performance of teachers with high level of training differs from the instruction being given by those teachers with low level training. The poor level of the training

programmes for UBE teachers in Katsina State can therefore be attributed to the poor level of commitment by both KTSUBEB, LGEA, school heads and the teachers.

This findings justified the findings of Tikuma (2009) which states that quality of teachers has great impact on students performance in a particular subject area meaning the. It also justified the findings of Ajibike (2012), which states that inadequate funding of public schools and mismanagement of the little available resources certainly affects the quality of teachers since the process of training and retraining teachers depends on financial capability of each school. Also, with regards to teachers qualification and experience, the findings have further confirmed the findings of Abdullahi and Hanna (2016) which states that there is significant difference in the performance of students been taught by professional and highly experienced teachers and those who were taught by less experience and qualified teachers.

In addition, the findings further confirmed the earlier findings of Amuche and Anikweze (2011) which states that using a single evaluation method of evaluating teachers effectiveness in instructional delivery is not enough.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contained the summary, conclusions and recommendations of the study which were provided based on the research findings.

5.1 Summary

The study was broken down into five chapters with the view of assessing the level of training programmes for UBE teachers in Katsina State under which the study explored the idea of staff training, its importance, the status of UBE programme in the State, as well as the challenges faced by teachers with regards to training programme. Other aspects under this chapter includes statement of the problem, objectives of the study, research questions, hypotheses, basic assumptions, significance of the study, scope and limitations

Review of related literature with regards to conceptual framework, reviewed staff training, types of staff training programme, their organization process and importance towards the upliftment of teacher's capacity in service delivery were also discussed. The theoretical framework adopted in this study was Abraham Maslow Hierarchy of needs theory of staff motivation and tries to established the fact that staff training programmes serves as a tool of motivating teachers towards high work performance, other issues discussed includes organization of staff training, importance of staff training and evaluation of training programmes. The study discussed the various aspects related to the methodology adopted while undergoing the study which includes research design, research population, sample size and sampling techniques, reliability and validity of the instrument, pilot study, administration of instrument and the method of data analysis.

The study also presents an analysis of the data collected through the questionnaire instrument. The analysis was based on the population of 500 respondents comprising 152 education managers and 346 teachers, they were presented in tables 4.2.14.2.5 and each table contain the item Statement, category and responses of the respondents that were built on Strongly Agree, Agree, Strongly Disagree, Disagree and Undecided. These tables were interpreted using frequencies and percentages, other items were the presentation of tables 4.3- 4.5 which presents hypotheses testing, the summary table of the hypotheses and 4.5- 4.6 major findings of the study. Finally, the study contained conclusion, recommendations and suggestions for further studies for the purpose of improving on the level of staff training programme for teachers under the Universal Basic Education (UBE) programme in Katsina State.

5.2 Conclusions

From the findings of the research, the study concludes that human resources are the key tools for achieving all form of government policies, they manipulate other factors of production in service delivery. Human beings have value which depreciates over a period of time. The best way to benefit and preserve human values is through effective training programmes such as in-service, workshop, conference, seminar and mentoring. It is obvious that the objectives of Universal Basic Education programme UBE cannot be achieved without the contribution of qualified and well trained teachers, therefore, teachers training programme becomes paramount. Whatever method used in training teachers, the aim is to improve the capacity of teachers to be able to cope with the demand of the teaching profession as well as building their capacity towards effective service delivery thereby transforming the child into being a sound citizen that will be useful to himself and to his society at large.

Teachers training programmes should be seen as a means to an end and not an end itself, it is supposed to be tools that propel the teachers towards professionalism. Government at all levels could be able to major their success in providing qualitative educational opportunities and services to the younger generation if at all they have made adequate provision of improving on the quality of teachers who interprets the Universal Basic Education curriculum at the classroom level. The recent move by the Federal Government to employ five hundred thousand 500,000 unemployed university graduates and NCE holders with the view of sending them to teach in public primary schools is commendable due to the acute shortage of teaching manpower in public schools nationwide particularly in the rural areas where in some cases schools there are run by 1-3 teachers, the shortage of mathematics and science teachers and rampant cases of teacher absenteeism in rural areas due to absence of adequate supervision, accommodation and transportation means in rural areas are worrisome. Adequate measures must be taking to ensure that the quest to boost the UBE programme teaching capacity does not fail as the UPE scheme supply in manpower in the late 70s failed. Stakeholders like the NUT, TRC, NTI must be fully involved to ensure that quacks were not employed as teachers under the UBE programme, and those employable must be fully trained through adequate means such as in-service, workshop, conference, seminars and mentoring before sending them to classroom to teach or immediately after assumption on duty. As it is rightly said "if a teacher makes a mistake generation yet unborn may suffer the consequences".

Additionally, the expected skills acquired from any kind of training programme should be clearly determined before the training is done. The training should also be in line with the requirements of the teaching profession, the level of qualification of attendants, the duration of the training period, the caliber of those to be trained, the expected benefit which the schools and pupils will benefit from teachers training programme outcome should be

adequately analyze. Moreover, there should be specific officers who would be assigned to carry out such an assessment.

Painfully, teachers and teaching profession is regarded as a second option for job seekers or heaven for school drop-outs. Also, going by the efforts been made by UNESCO and other development partners in the education sector as well as findings of some American authors whose works were reviewed in the empirical studies, one will conclude that these noble profession is suffering from a global neglect. The wider scope which the UBE programme is expected to cover is to open education opportunities for, nomadic, girl child and the physically challenge education, hence teachers under the programme and those to be employed later must be adequately equipped with modern skills and knowledge of delivering educational services to these category of pupils. This can only be achieving when effective capacity building programme are design and implemented to the fullest especially at the grassroots and rural areas. Teachers under the UBE programme are expected to create a space for creativity and innovation among the younger pupils in order to catch on with the global world of science and technology but this can only be done if the teachers themselves are highly trained and become conversant with technology driven teaching and learning methods.

Importantly, with the elapsing of the MDGs and the adoption of the SDGs, efforts must be made to catch up with the global community in terms of achieving the UBE objectives, even though, the UBE programme received a huge attention in the area of massive infrastructure development in some States, little attention was paid to the area of manpower training and development. As pointed out earlier, it is obvious that quality education requires quality teachers and consequently adequate teachers training programme. Therefore, the success of the teachers training programmes should be regarded as a joint responsibility of all stakeholders under the UBE programme in Katsina State.

5.3 Recommendations

Based on the research findings, the following recommendations were made, that;

1- More in-service training opportunities should be given to UBE teachers without discrimination, in so doing, special attention should be given to teachers teaching in rural areas and those who are yet to acquire the minimum qualification of teaching.

2- Education authorities and school heads working under the UBE programme in Katsina State should device additional and alternative means of accessing funds through collaboration with NGOs, International donor agencies and development partners like UNICEF, DFID, UKID, UNESCO, NUT, PTAs etc towards funding and sponsoring teachers to attend national and international conferences.

3- More workshop programmes with current issues that are suitable to the skills needed at work through the use of modern technological facilities should be organize

4. Mentoring exercise should be enhanced especially among new teachers and those with no teaching experienced through effective supervision and monitoring of their activities in the classroom.

5. UBE school heads should be made to understand their critical role in providing and maintaining series of seminar programmes for teachers within the school premises as provided by the education authorities as part of the process of building teachers capacity.

5.4 Suggestions for Further Studies

Based on the findings and conclusions, the study suggests that;

1- Similar research could be conducted on the impact of teachers training programme on the success of UBE programme in some other States

2- Further studies could be carry out on the impact of adequate funding of teachers training programme

3- Also, students should be encouraging to conduct research on how staff training programme could be as a means of motivating and retaining teachers in active service

4- The department should also encourage more students to write on the impact of adequate planning of staff training programmes for UBE teachers

5- Research on the alternative sources of funding Teachers training Programme for Teachers in UBE Programme in other States should be encouraged.

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Appendix III

Questionnaire on the Assessment of Teachers Training in Universal Basic Education (UBE) Programme in Katsina State, Nigeria

Department of Educational,
Foundation and Curriculum,
Ahmadu Bello University, Zaria
December, 2015

Dear Sir/Ma

Request Letter

I am a postgraduate student of the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria with registration number M.Ed/Educ/44039/2012-2013.

I wish to solicits for your cooperation to give answers to the below questions with regards to the above research topic as part of the requirements for the completion of Masters degree in Education Administration and Planning. I assure you that all the information given will be treated confidentially.

Thank you for your anticipated cooperation.

Maifada Nuhu Ibrahim

Appendix IV

Section A: Biodata

1.Gender: Male (a) ( ) (b) Female ( ) 2. Education Zone (a) Katsina ( ) (b) Mani ( )

3. Educational Qualification: (a) SSCE ( ) (b) Grade II ( ) (c) NCE ( ) (d) Diploma ( )

(e) HND ( ) (f) Degree & above ( ) 4.Designation:(a) Teacher ( ) (b)Education manager( )

5. Years of Service (a) 1-5 ( ) (b) 6-10 ( ) (c) 11-20 ( ) (d) 21 and above ( )

Section B: Guide. The following are Statement through which you can respond according to the following scales; Strongly agree, Agree, Disagree, strongly disagree and Undecided, only tick as (/) in the appropriate column.

Section C; Respondents Opinion

Level of In-service Training for Teachers in Universal Basic Education UBE Programe in Katsina State

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
1	Provision of In-service training programme for UBE teachers in Katsina State is not satisfactory					
2	Inadequate funds affects the provision of In-service training programme					
3	Selection process of teachers for In-service training programme is not done base on merit					
4	The process of releasing teachers for In-service training programme is affected by political influence					
5	Strikes and other education trade union disputes affects the success and quality of In-service training programme					
6	Poor quality of training in Nigeria higher institutions affects the quality of In-service training programme					
7	Poor commitment from some teachers affects the success of In-service training programme					
8	Acute shortage of teachers affects the timely release of teachers for In-service training programme					
9	In-service training could serve as a means of retaining teachers in active service					
10	Absence of In-service training programme leads to poor performance of UBE teachers in Katsina State					

D: Level of Conference for Teachers in Universal Basic Education Programme UBE in Katsina State

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
11	Provision of conference programme for UBE teachers in Katsina State is low					
12	Inadequate funds affects the level of organizing and sponsoring conference programme for UBE teachers					
13	Poor level of organization leads to the failure of conference programme					
14	There is poor level of commitment by KTSUBEB,LEA officials&School heads with regards to conference programme					
15	Selection of conference programme participants is not done base on merit					
16	Poor logistic arrangements leads to the failure of conference programme					
17	Conference are organize to assist teachers towards solving contemporary challenges of the teaching profession					
18	UBE teachers performance are poorly evaluated after conference programme					
19	Poor commitment from UBE teachers affects the success of conference					
20	Teachers performance after attending conference is expected to improve positively					

E: Level of Workshop for Teachers in Universal Basic Education programme in Katsina State

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
21	The level of workshop programme for UBE teachers in Katsina State is below average					
22	Funds made available for organizing workshop programmes for UBE teachers are diverted					
23	Selection of workshop participants is affected by nepotism					
24	Poor level of organization and wrong timing affects the success of workshop programme					
25	Teachers are more concerned with the material incentives attached to workshop programme rather than knowledge and skills acquisition					
26	Poor commitment from the KTSUBEB affects the level of success of workshop programme for the teachers					
27	Poor evaluation of teachers performance after attending workshop affects the level of its success					
28	Absence of workshop programme will certainly affects the performance of the UBE teachers in discharging their duties professionally					
29	Non-timely release of funds meant for training programme such as workshop affects its success					
30	Workshop programme could serve as a means of motivating teachers towards higher work performance					

F:Level of Mentoring for Teachers in Universal Basic Education programme in Katsina State

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
31	The level of Mentoring programme for UBE teachers in Katsina State is very poor					
32	Poor level of supervision and monitoring of UBE schools leads to the failure of Mentoring programme					
33	UBE teachers in Katsina State were not commitment towards accepting Mentoring programme					
34	Mentoring programme serve as a problem solving method that assist teachers towards solving teaching difficulties, therefore, it is not a fact finding process					
35	Mentoring serves as a means of evaluating teachers performance after attending a particular staff development programme					
36	Newly employed teachers require adequate Mentoring programme in order to be able to perform their new assign tasks effectively					
37	Mentoring is supposed to be a continues exercise throughout teachers career in active service, but reverse is the case with regards to UBE teachers in Katsina State					
38	Mentoring programme requires the effort of a more experience teacher towards solving the teaching difficulties of less experience and new teachers					
39	School managers are responsible for organizing and maintaining effective Mentoring programme for their teachers					
40	UBE teachers in Katsina State must be ready to accept all form of mentoring programme afforded to them					

G: Level of Seminar for Teachers in Universal Basic Education UBE Programe in Katsina State

S/N	Item Statement	Strongly Agree	Agree	Strongly Disagree	Disagree	Undecided
41	The level of Seminar for UBE teachers in Katsina State is very low					
42	Non-timely release of funds affects the level of organizing Seminars for UBE teachers in Katsina State					
43	Poor logistic arrangements of Seminar programme for UBE teachers affects its success					
44	Poor commitment from school managers affects the success of seminar programme					
45	Inadequate resource persons and training materials affects the level of success of Seminar programme					
46	Poor cooperation by UBE teachers affects the success of Seminar programme					
47	Absence of Seminar programme for UBE teachers limited their ability and capacity to tackle emerging challenges facing their profession					
48	School managers are not encourage towards organizing periodic internal Seminars for their teachers					
49	Poor evaluation of teachers' performance by school managers after attending Seminars affects its success					
50	Absence of Seminar programme for teachers undermined the process of achieving the over-all UBE objectives in Katsina State					