EVALUATION OF STAFF DEVELOPMENT PROGRAMMES FOR TEACHERS IN PRIMARY SCHOOLS IN ZARIA METROPOLIS, KADUNA STATE, NIGERIA

BY

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M.ED/EDUC/6658/2011-2012

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JANUARY, 2016

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BEING A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, EDUCATIONAL ADMINISTRATION AND PLANNING SECTION, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA IN PARTIAL FULFILLMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE (M.ED) IN EDUCATIONAL ADMINISTRATION AND PLANNING

JANUARY, 2016

DECLARATION

I hereby declare that this thesis titled, "Evaluation of Staff Development Programmes in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria", has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. M. O. Dare and Dr. A. A. Igunnu. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma in any other University.

Name of Student	Signature	Date

CERTIFICATION

This thesis titled, "Evaluation of Staff Development Programmes in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria" by Maimuna Abdullahi meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

I dedicated this work to my beloved parents, my family and all students of Ahmadu Bello University Zaria for their support, caring and encouragement through out the period of my studies.

ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent the most Merciful. All praises are due to Him, the Creator, the Sustainer and the Lord of the universe. I thank Him for sparing my life to see the completion of this remarkable work.

My profound gratitude goes to my supervisors Dr. M. O. Dare and Dr. A. A. Igunnu of the Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, for their enormous contributions, useful comments and criticisms throughout the period of my studies.

I also wish to express my profound appreciation to the Head of Department of Educational Foundations and Curriculum in person of Dr. B. A. Maina for the moral support, counseling and academic assistance given to me through out my study. My gratitude also goes to Dr. E.I. Makoju, Dr. M. O. Dare and Prof (Mrs) D.O. Otu for their academic and moral support. I thank them all. This research will not be complete without appreciating the contributions of my parents, my brothers and sisters and my active research advisors Abdulrasheed Salman and Dr. Shuaibu Ayuba for their patience and tireless contributions. I thank you all.

Special regards to my beloved husband for his patience and tireless support toward my success. Also, to my colleagues Rahma Usman, Aminu Jaja, Suraj Magaji, my respondents and entire unlisted people who in one way or the other contributed to the success of this remarkable study. May the blessings of Almighty Allah be upon all of them. Amen.

ABSTRACT

The study evaluated Staff Development Programmes of Primary Schools in Zaria Metropolis, Kaduna State, Nigeria. The study has six objectives set to; examine conferences organized for teachers in Primary Schools in Zaria metropolis, determine workshops organized for teachers, examine orientation organized for teachers, examine symposium organized for teachers, determine the in-service training organized for teachers and determine mentoring organized for teachers in Primary schools in Zaria metropolis. Research questions and hypotheses as well as review of related literatures were in line with the set objectives. Survey research method was adapted and the population of the study consisted of 810 teachers, 35 head teachers and 60 LGEA officials of Zaria metropolis Kaduna State. Cluster sampling technique was used in the selection of sample of the study. Out of the population, 285 teachers, 35 head teachers and 40 LGEA officials were randomly selected from 35 primary schools. Therefore, the total number of 360 respondents was served as a sample for the study. The data for the study were collected through the use of self constructed questionnaire, the validity of the instrument was determined through vetting of the content by experts in Educational Administration. The reliability coefficient was obtained at 0.77. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using Analysis of Variance (ANOVA) and analyzed the data at 0.05 significant level. The findings of the study revealed that there were regular staff development programmes through conferences and workshops for teachers, while there were no regular in-service training and symposia for teachers in primary schools in Zaria metropolis, Kaduna State. In view of this, the study recommended that government should double their efforts for staff development programmes through in-service training, symposia and mentoring for primary school teachers in Zaria metropolis, Kaduna State.

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ABBREVIATIONS

NCE:	Nigeria Certificate in Education
SSCE:	Senior Secondary School Certificate Examination
NPE:	National Policy on Education
P.hD:	Doctor of Philosophy
A.C.E:	Associateship Certificate in Education
M.Ed:	Master of Education
C.A.:	Continuous Assessment
B.Ed:	Bachelor of Education
PGDE:	Post Graduate Diploma in Education
LGEA:	Local Government Education Authority
AIDs:	Acquired Immune Deficiency Syndrome
LSPPSTC:	Lagos State Post Primary Staff Development Commission
HND:	Higher National Diploma
B.Sc:	Bachelor of Science
ACE:	Associateship Certificate in Education
C.A.	Continuous Assessment
P.E.S:	Primary Education Studies
UME:	University Matriculation Examination
ANOVA:	Analysis of Variance
JAMB:	Joint Admission and Matriculation Board

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Staff development programmes have been fully recognized as a dream in enhancing teachers' performance. It is therefore, to achieve teachers' performance and enhance credibility. Local Government Education Authority (LGEA) should emphasize the effective acquisition and utilization of human resources by investing in training or promotion on the jobs. The role of teachers in Primary school is multifaceted. They are always under great pressure to conduct research, teach, advise pupils, advise parents and serve on communities. Staff development has therefore, become the vehicle for meaningful change which play an integral part in developing the school philosophy, goals and expectation. It is through training and development programs which differ in breath in relation to the needs and resources of the school professionalism, productivity individual effectiveness and performance has been a contended issue in most countries due to poor work ethics.

This study rests on the human capital theory developed by Maicibi and Nkata (2005) which postulates that training involves both learning and teaching with improved employee job performance and productivity derived from short term and long term training. It argues that both knowledge and skill are a form of capital and that this capital is a production of deliberate investment acquisition of knowledge and skill is compared to acquiring the "means of production" however, the concept of human capital implies a statement in people. Workers no longer have to be at the mercy of others. Instead, they

can be in control of increasing their own productivity and earning through education the performance among teachers had still been noted to be very low and unsatisfactory.

National development all over the world has continued to be intricately tied to educational development in which the teacher is the critical element. It is most likely that is for this reason that Jakeyinfa (2005) posited that the training and production of manpower needed for the attainment of national objectives should be framed on the quality and qualify of teachers. It is on this background that the federal Republic of Nigeria (FRN, 2004) made specific policy provision of teacher education.

Primary education is the formal education given to children aged 6-11 years and above Federal Republic of Nigeria (FRN, 2004). The rest of the education system i.e. the secondary and tertiary are built upon it therefore Primary education is the bedrock to the success of otherwise of the whole system of education the task of teaching is dele gated to teachers, who constitute the most important factor in the learning process the FRC (2004) emphasizes the important of teacher in education development. And state that no education system can rise above the quality of its teacher similarly Ikeotonye (2003) state that no nation can develop beyond the condition of its teachers. The above statement indicate very clearly the importance of teachers in learning process it is, therefore, for any society that wants rapid development to prepare and invest a lots of its resources in the development of its teachers this will help them to acquire relevant experience to facilitate teaching and learning.

In many parts of Nigeria and Kaduna state in particular education is still in its infancy there are many problems on staff development programmes of the state universal Basic education and local Government Education Authorities in Kaduna State to be

addressed. The Primary education is to make it possible for a man to live as full as and happy life as possible, staff development programme of the universal Basic Education and Local Government Education Authorities in the State was aimed to enable teachers of Primary school to acquire additional education, skills, and new ideas for better performance and efficiency in the teaching profession.

Staff development of universal Basic education in Kaduna state specifically concerned with sending of Primary school teachers to attend the training programme such as in-service training workshops and Seminars there various consideration which may determined young man or woman to choose teaching as a career such consideration are better financial rewards than other profession job security and safety and physiological needs to mention but a few, the real teacher must go on learning reading and experimenting until the day he or she retired.

The Advantage of the training of teachers has been entrenched in the education policy of Nigeria in the National Policy on Education (2004) revised it is contended that a nations education system is a function of the quality of teacher that operate it this implies that for any education system to achieved the desired goal of the country the teacher have to be equipped and motivated for the demand of that goal. In Nigeria today, education is regard as an institution per excellence for effective national development. This belief is built and in cooperated into the nations philosophy of education which is reflected and emphasized in the objectives at each level of the education system for this reason, the need to emphasize making Primary school teachers well developed becomes obvious in Kaduna state because it offers a ways of improving skills and enhancing productivity and

quality of teachers in our Primary schools. This in turn has a positive impact on improving quality and standard of education in the state as well as in the country at large.

Man power development can only be achieved with proper staff development plan. In line with this the ministry of education, the state universal Basic education Board and local government education authority in Kaduna state, need to emphasize the development of Primary school teachers the state will require professional Primary school teacher who possess the requisite skills and knowledge to improve the standard of education in the local government education authority.

Therefore this research focuses on evaluation of staff development programmes for Primary school teachers in Zaria metropolis, Kaduna State

1.2 Statement of the Problem

The Primary aim of education is to make it possible for a man to live as full and as happy a life as possible. Staff development programme of the Primary school teachers in Kaduna state was aimed to enable teachers of Primary school to acquire additional education, skills and new ideas for better performance and efficiency in the teaching profession.

Staff development of Zaria Local Government Education Authority specifically concerned with sending of Primary school teachers to attend the training programmes such as in-service training, workshops, conferences and seminars. Primary schools in Zaria metropolis are being taught by teachers with various levels of qualifications. The negligence of staff development programme of teachers has led to falling standard of education, the negligible number of teachers benefiting from the staff development programmes for Primary school teachers, have made the research to investigate with the

hope to come out with reasons for such situation. Many of the teachers in Primary schools have not been benefiting from the staff development programmes for many years back to the time of conducting this research. Educationists have the believe that staff development programmes are very useful to teachers so that they can increase their skill and knowledge for better performance and efficiencies in their respective field. The problem has been created from the interaction of two or more factors, for example the government policies the economic constraints, and the essential needs for teachers which have not been adequately given to motivate them to undergo for in service training and any kind of workshops and seminars.

Again, other allowances to motivate teachers to attend in service training have not been paid, the interest for teachers to attend in-service training and workshops has not been very high due to the low approach to staff development programme by the local government education authorities and the state universal Basic education it has been widely accepted that success or failure in management and policy implementation of any educational programmes rests more squarely on the quality commitment of teachers, as Ukeje (1975) emphasizes that professionally trained competent, committed and well motivated teachers are the central factor in effective management and implementation of educational programmes towards the attainment of its goals and national development.

Therefore the study aimed at evaluating the staff development programmes of Primary school teachers in Zaria as motivational factor to boast teachers' morale for better performance and efficiency in the teaching profession.

1.3 Objectives of the Study

The following objectives were raised to guide the study:

1. Examine conferences organized for teachers in Primary Schools in Zaria metropolis.
2. Determine workshops organized for teachers in Primary schools in Zaria metropolis.
3. Examine symposium organized for teachers in Primary schools in Zaria metropolis.
4. Determine in-service training for teachers in Primary schools in Zaria metropolis.
5. Examine orientations organized for teachers in Primary schools in Zaria metropolis.
6. Determine mentoring organized for teachers in Primary schools in Zaria metropolis.

1.4 Research Questions

For the purpose of this study the under listed research questions were formulated.

1. Are conferences organized for teachers in Primary schools in Zaria metropolis?
2. Are workshops/seminars organized for teachers in Primary schools in Zaria metropolis?
3. Are symposiums organized for teachers in Primary schools in Zaria metropolis?
4. Are teachers allowed to go for in-service training in primary schools in Zaria metropolis?
5. Are orientations organized for teachers in Primary schools in Zaria metropolis?
6. Do teachers in Primary schools in Zaria metropolis undergo mentoring to promote their job?

1.5 Research Hypotheses

The following null-hypotheses are postulated for this study.

1. There is no significant difference in the opinions of teachers, head teachers and LGEA officials on conferences organized for Primary school teachers in Zaria metropolis.
2. There is no significant difference in the opinions of teachers, head teachers and LGEA officials on workshops organized for Primary school teacher in Zaria metropolis.
3. There is no significant difference in the opinions of teachers, head teachers and LGEA officials on symposium organized for Primary school teacher in Zaria metropolis.
4. There is no significant difference in the opinions of teachers, head teachers and LGEA officials on in-service training organized for Primary school teacher in Zaria metropolis.
5. There is no significant difference in the opinions of teachers, head teachers and LGEA officials on orientations organized for Primary school teacher in Zaria metropolis.
6. There is no significant difference in the opinions of teachers, head teachers and LGEA officials on mentoring organized for Primary school teacher in Zaria metropolis.

1.6 Basic Assumptions

This study puts forward the following basic assumptions.

1. The standard of Primary education will improve if Primary school teachers are well developed through proper organization and conduct of training and retraining of teachers in the local government.
2. Staff development is widely accepted to be an important exercise for the improvement of teachers' productivity.
3. Staff development is an important aspect of teacher education programme and should be intensified.
4. Teachers' development and productivity can be improved through regular conducts of seminars, workshops and others educational conferences.
5. It is assumed that regular organizing of symposiums motivates teachers to be dedicated and productive in Primary schools in Zaria metropolis.
6. School mentoring improves teachers' service delivery and curriculum implementation in Primary schools in Zaria metropolis.

1.7 Significance of the Study

The study embarked on the Evaluation of Staff Development Programme for Teachers in Primary Schools in Zaria Metropolis, Kaduna State. The study is significant to the extend that; it is hoped to help the government to identify the need to allocate enough funds and resources necessary for the development programme of Primary school teachers which enable them to produce individual who will live a more meaningful and fulfilling life as well as contribute to the socio economic and political development of their societies.

The study enables the Local Government Education Authority to assess its role in the training of Primary school teacher for maximum productivity. Not only that; the study is important to teachers and public as it will enlighten them about the existing staff development programme in the local government education authority for their benefit. The study is very relevant to teachers as the programme will help to increase their knowledge for better performance and efficiency in Primary schools. The study served as additional academic reference on education and for further educational research.

1.8 Scope of the Study

The study is limited on evaluation of staff development programmes for teachers in public Primary school in Zaria metropolis. The staff development programme being covered are the in-service training workshops, seminar, symposium, mentoring and conferences as identifying other various ways that will make the teachers in the local government develop their professional competences for the upliftment of the standard of education.

CHAPER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction:

The study embarked on Evaluation of Staff Development Programmes in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria. The review of literature put into consideration the conceptual as well as empirical studies on the evaluation of staff development programmes for teachers in Primary schools in various parts of the world. Emphasis would be on studies in Nigeria. Therefore, the following concepts have been reviewed: meaning of evaluation; meaning of development; staff development, through conference, workshop, symposium, in-service training, orientation and mentoring. The study further reviews organization and conduct of staff training and development in Nigeria as well as factors that motivate teachers' participation in staff development activities. The review of empirical studies that are relevant to the studies is done according to the topic under study.

2.2 Conceptual Framework

The study focuses on Evaluation of Staff Development Programmes in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria. Thus, the conceptual definitions of the term evaluation, development, staff development are going to be reviewed to guide the study.

2.2.1 Concept of Evaluation

Evaluation has a wider meaning. It goes beyond measurement. When from useful information including measurement, we make a judgment that is evaluation. Example:-

The teacher may evaluate the student work that is doing well in mathematics, because most of the class scored 50/100. This is an example of evaluation using quantitative data (measurable information). The teacher might also make an evaluation based on qualitative data, such as his observations that the works hard, has an enthusiastic attitude towards mathematics and finishes his assignments quickly. Wikieducator (2009), stated that; "Evaluation is an integral part of teaching and learning process". This is explained in the following figure:

i. Evaluation is a Science of providing information for decision making.
ii. It Includes measurement, assessment and testing
iii. It is a process that involves
iv. Information gathering
v. Information processing
vi. Judgment forming
vii. Decision making

From the above, we can arrive at the following concept of evaluation. Evaluation is a concept that has emerged as a prominent process of assessing, testing and measuring. Its main objective is Qualitative Improvement. Evaluation is a process of making value judgments over a level of performance or achievement. Making value judgments in Evaluation process presupposes the set of objectives. Evaluation implies a critical assessment of educative process and its outcome in the light of the objectives.

Purposes of Evaluation

i. Evaluation is the process of determining the extent to which the objectives are achieved.

ii. It is concerned not only with the appraisal of achievement, but also with its improvement.

iii. Evaluation is a continuous and a dynamic process. Evaluation helps in forming decisions.

2.2.2 Meaning of Development

Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them". (Chabra, (2004). Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything "wrong" at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change. (Marmer, 1999)

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you using one stone to kill one bird while in development you use one stone to kill two birds, (Mamoria, 1995).

In the field of human resource management, training and development is the field

concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. (Harrison, 2005),

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robinson, 1996). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson, 1996).

2.2.3 Meaning of Staff Development

Many writers have expressed their opinion and views on the concept of staff development. The staff development of a teacher means that provisions should be made by the education authorities to improve the performance of teachers from initial employment to retirement. Thus, staff development therefore becomes a means of the quality of student's learning experience. (Adelebu, 2005). And South Work (1995) argued that staff development is adult education and as such should be based on sound

principles of education and aim at enriching the teachers understanding of his/her tasks activities that go beyond simply improving performance.

Staff development according to Pigors and Myer (1991), all effort, strategies and courses of action deliberately taken to help and facilitate employee to achieve technical academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit. The two author's content that staff development programs encompass training, promotion, motivating and rewarding staff to them, the process also involves a wide range of situational training forms, attendance at regional conference and seminar. Although the needs of the work unit must be met first.

Tiberodwa (2000) on the other hand, pointed out that staff development programs include training attendance of seminar, workshops conference and short courses within and outside the institution they also include sabbatical leave. Promotion which is expected to lead to effective performance in activities in Primary schools, staff development programs primarily aim at improving teachers competence as to ensure transfer of quantity knowledge, skill are required attitudes of trainee. Others view staff development as the processes, programs and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employers and workers. Pigors and Myer (1991) opined that staff development is a process of aiding employers in their present and further work through the development of appropriate habits of thoughts and action skills, know ledge and attitudes.

From the above explanation, the researcher view staff development as a short and long term additional process through which employees are taught concepts, general knowledge and skill that are relevant to their duties for this reason that the state universal

Basic education Board of Kaduna State embark on sending teachers in Primary school for further training and workshops.

2.2.4 Steps of Staff Development Programs in LGEA Zaria:

- Assess the educational needs of all staff members.
- Set priority.
- Develop general objective for the staff development program.
- Determine the resources needed to reach the desired objectives.
- Develop a master calendar for an entire year.
- Develop and maintain staff development record system.
- Establish files on major educational topics.
- Regularly evaluate the staff development program.

2.2.5 Five LGEA Models of Staff Development Programmes

Geiger, (2002) defines a five models of teaching a staff development model is a pattern or plan which can be used to guide the design of a staff development programs.

1. **Individually-Guided Staff Development**: this refers to a process through which teachers plan for and pursue activities they believe will promote their own learning teachers learn many things on their own. They read professional publications have discussion with colleagues and experiment with new instructional strategies among other activities. All of these may occur with or without the existence of a formal staff development program. It is possible however for staff development programs to actively promote individually guided activities while the actual activities may vary widely. The key characteristic of the individually-guided staff development model is that the learning is design by the teacher the teacher determines his or her

own goals and selects the activities that will results in the achievement of those goals. His model assumes that individuals can best judge their own learning needs and that they are capable of self direction and self-initiated learning. According to Kazmi, Pervez and Mumtaz (2011), in-service training enables teachers to be more systematic and logical in thir teaching style.

2. **Observation/Assessment Model:** It provides teachers with objectives data and feedback regarding their classroom performance this process may in itself produce growth or it can provide information that may be used to select areas for growth. These one minute manager yet many teachers receive little or no feedback on their classroom performance. In fact in some school districts teachers may be observed by a supervisor as little as once every 3 years and that observation/feedback. Cycle may be perfunctory in nature while observation/assessment can be a powerful staff development model. In the minds of many teachers it is associated with evaluation. One assumption underlying this model according to Loucks-Horsley and her associate (1987) is that "Reflection and analysis are central means of professional growth" observation and assessment of instruction provide the teacher with data that can be reflected upon and analyzed for the purpose of improving students learning. Thus, Samupwa, (2008) stated that in-service training changes the behaviour of teacher classroom and on the administrative work. But expresses a major concern about reliability of observations. The author points two Primary ways to increase the reliability of classroom observations. The first is to narrow the range of what is liked for by having a system that takes a narrowed focus on teaching.

3. **Involvement in a Development/Improvement Process:** This engages teachers in developing curriculum, designing programs or engaging in a school improvement process to solve general or particular problems. Theoretically, we have chosen to represent curriculum development and school improvement as types of staff development in these processes nurture teachers growth. Others see staff development (perhaps viewed more narrowly as training) as a key component of effective curriculum development and implementation. It has been well established that curriculum implementation is demanding of staff development essentially without strong staff development program that are appropriately designed a very low level of implementation occur.

   Which ever perspective one has staff development and the improvement of schools and curriculum go hand in hand. Geiger, (2002) remarked that officers who resign their appointments during the period of training forfeit all claims in connection with the training and may be required to refund to government all expenses incurred there in. officers recruited direct into government service when selected shall with the approval of head of departments, be required to undergo basis courses as may be specified by their heads of departments. He believes that the intellectual engagements required in curriculum development demands that teachers not only know their content, but that they must also acquire curriculum planning skills. He recommends that curriculum development be conducted in heterogeneous groups composed of teachers of low. The research that has been done has assessed the impact of such involvement on the areas other than professional development. Although, the engagement of teachers in school improvement processes has

increased in the last few years little research has been conducted on the effect of that involvement on their professional development there were however, numerous examples that illustrate the various ways schools and districts have enhanced teacher growth by engaging them in the development/improvement process.

4. **Training:** In the mind of many educators, training is synonymous with staff development most teachers are accustomed to attending workshop-type session in which the presenter is the expert who establishes the content and flow activities. Typically the training session is conducted with a clear set of objectives or learner outcomes. These outcomes frequently include awareness or knowledge (e,g. participants will be able to explain the five principles of cooperative learning) and skill development e.g. participant will demonstrate the appropriate question in a class discussion) Joyce and Shower (1988) cite changes in attitudes transfer of training and "executive control" (the appropriate and the consistent use of new strategies in classroom) as additional outcomes. It is the trainer's role to select activities (e.g. lecture demonstration; role-playing. Simulation micro teaching) that will aid teacher in achieving the desired outcomes. Whatever the anticipated outcomes, the improvement of teachers thinking is an important goal. According to showers, (Joyce & Bennet, 1987). They have determined that, depending upon the desired outcomes, training might include exploration of theory. Demonstration or modeling of a skill. Practice of the skill under simulated condition feedback about performance and conducing in the workplace. The outcome here is that, the power of training to alter teachers knowledge, attitudes, and instructional skills in well

established its impact on teachers; however depend upon its objectives and the quality of training programs.

5. **Inquiry:** Teacher inquiry can take different forms, teacher inquiry may be a solitary activity, be done in small groups or be conducted by a school faculty, its process may be formal or informal. It may occur in a classroom. At a teacher center or result from a class in this section teacher inquiry is explored as a staff development model. The assumptions inquiry model is inquiry reflect a basic belief in teachers ability to formulate valid question about their own practice and to pursue objective answer to those questions. Loucks-Hosley (1987) and her associates listed three assumptions about a teacher inquiry approach to staff development.

- Teachers are intelligent, inquiring in individuals with legitimate expertise and important experience.
- Teachers are inclined to search for data to answer pressing question and to reflect on the data to formulate solution.
- Teachers will develop new understandings as they formulate their own questions and collect their own data to answer them.

The overarching assumption of the mode is that;

> "The most effective avenue for professional development is the cooperative study by teachers themselves into problems and issues arising from their attempts to make their practice consistent with their educational value…… (the approach) aims to give greater control over what is to count as valid educational knowledge to teachers. Ingvarson. 1987.

The theoretical underpinnings of the model inquiry, was the call for inquiry-oriented teacher is not new. Guskey (2000) states that professional development evaluation should focus on measuring its impact in-terms of change in knowledge, skills,

attitudes and beliefs of teacher participants. He also affirm that many professional development efforts fail because they are not related to the daily lives of the teacher and their by do not impact professional practice as expected. It therefore, imperative for all educational administrators to design and plan all educational development programmes of lectures. Such professional development programmes have positive effects on instructional practice as well as improvement in students' learning and a change in teacher attitudes and beliefs.

They discuss both qualitative and quantitative methodology. Providing specific strategies that teachers can use in their classrooms. They concluded by saying….." The desire to and ability to do research is an essential attribute of the professional teacher of the Eighties". The effects of the teacher inquiry model of staff development may reach beyond the classroom to the school.

2.2.6 Importance of Staff Development

Williams (2001:4) points to the important role of staff development in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession. Staff development focuses on the development of people, the teachers, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of teachers and subsequently on the quality of teaching and learning. Although development is a complex entity (Figure 1. Model of Staff Development Programme), the participation of teachers in staff development activities is of utmost importance as it is their participation that may make a positive contribution to the development of a school from underperforming to performing.

Fig. 1: Model of Staff Development Programme

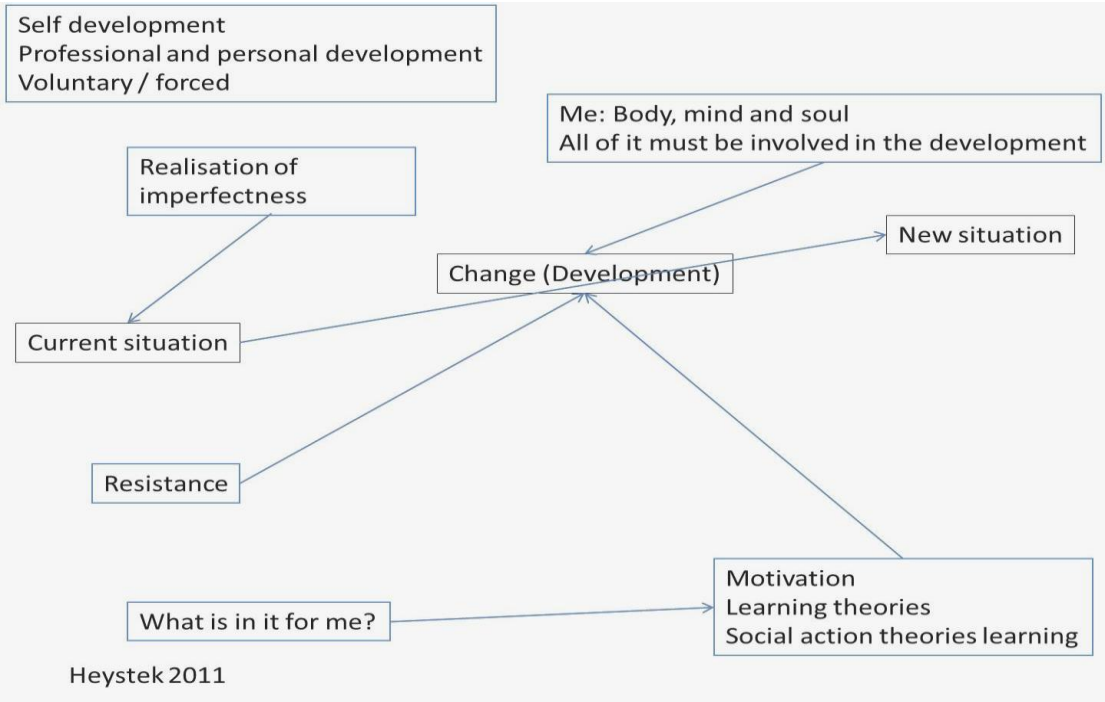


Figure 1.1: Source: (Heystek, 2011)

The intersection between motivation, context, teachers and leadership play an important role in development. The diagram illustrates that development implies a change from a current to a new situation involving the physical, emotional and cognitive parts of the individual. However, change (considered to be an integral component of development) is also associated with resistance (Bush & Heystek, 2006:63), as teachers may feel that they are not what they ought to be. Change brings with it perceptions of uncertainty. Uncertainty may influence participation in development activities negatively. This may lead to resistance and should thus be addressed in the development process. Development encompasses self-development, personal and professional development, all of which may be voluntarily or forced. The approach towards development is thus important.

Heystek (2007) suggests five steps for effective development. Firstly, people should realise that they are imperfect. Secondly, they should search for possible reasons for being imperfect. Thirdly, these factors (reasons) must be developed. Fourthly, it should be implemented. Continually it should be assessed. These steps imply that staff development should be approached with the interest of the people (teachers) in mind who it intends to develop. Behaviour, being part of development, is influenced by people's motivation (Martin & Winkler, 2007). People tend to ask: What is in it for me? (Bruce & Pepitone, 1999:7). This refers to benefits that are expected by participants. Pintrich and Meece (2008:261) claim that rewards have a prominent place in motivation theory and they believe that rewards control behaviour. Therefore, the rewards people may receive, whether internal or external, may motivate them to participate in a specific activity. Thus, an exploration of staff development and motivation and the factors impacting on it, is of cardinal importance for our current education system, as it influences the participation of teachers in these development activities.

Additionally, Khalid (2007), examined that staff development is concerned with the provision of learning, development and training opportunities for employees in an organization in order to improve their organizational performance. Employers have to be trained in order to have the knowledge of these new ideas and knowledge. Oumar (2009) has the views that training helps in the co-ordination of men and materials which in turn reduces cost as it increases productivity it reduces employers turn over and promotes goal congruency. Thus, that staff development programmes give employers at all levels efficient instruction and guidance to enable them perform effectively. He also asserted

that training is necessary for all categories of staff to improve their performance and to prepare them for promotion which is a personal gain. Ogundele and Winkler, (2007 pointed out that all over the world; the major purpose of staff development is to improve the effectiveness of government by increasing the capacity and efficiency of officers in carrying out their work. Finally therefore a way to grow and develop professionally and also in career trend could be through the available staff development programmed"

2.2.7 Staff Training

Training is seen as those activities which are design to improve the overall competence of the employee, training is the ways in which specific knowledge and skills necessary to perform a specific job in an organization. In view of Khalid (2007), training is the process through which organization build the skill and ability of non managerial employees. Training is also seen as the procedure by which people acquire knowledge and skills for a definite purpose. Hey Steke (2007 : 500) refers to training as the process of equipping people with tools, techniques to manage a situation better in order to achieve the aims determined by policy more efficiently training is thus similar to development, but the focus is short term training and development as activities are part of professional personal and self-development.

2.2.8 Objectives of Staff Training

In Nigeria where the system of Education is deregulated since 2003, many private schools springing up tend to be having many unqualified and in experienced teachers in their employment. So if such are to be effective the need to train and re-train becomes, imperative and un-negotiable the following objective identifiable:

1. To expose serving teachers, supervisions inspector and counselor at Primary level to the content and most modern methodologies of teaching all subjects.
2. To make them prepare for new roles as Headmasters/Headmistress, Supervisors, Administrators, Counselors etc.
3. For serving workers who have to work in new area at new level with different types of students there is need for in-service education to give necessary confidence and avoid trial and error.
4. Teachers with outdated teaching techniques substandard knowledge of subject matters and former teachers returning to teaching after a prolonged absence would need to update their knowledge through orientation and other in-service activities.
5. It create avenue for serving teachers to make up for their deficiencies in the area of newly-introduced subject in the school curriculum like Basic science, Social Studies, computer Science, test construction and evaluation techniques record keeping teaching and learning aid improvisation, communication and language training crisis management peace and conflict studies coping strategies and caring for special children first-Aid education, population and Gender studies, HIV/AIDs education etc.
6. To enable serving workers to improve academically and professionally at lesser cost to them at little or no cost to government.
7. Staff members work together through in service programmes such as workshop, conferences and study groups in area of common interest in order to enhance their professional growth and competences.

2.2.8 Advantages of Staff Training

To encourage training and development of staff in organizations, Ojo (1998) emphasized on the benefits as follows:

1. It helps in training new employees without specific skill i.e. in form of apprenticeship training (remedial training).
2. It helps in fulfilling specific manpower needs examples cover areas where there are difficulties in recruiting sufficient personnel.
3. It provides initial training for new employee professional, technical and other skills and some skilled personnel (induction training).
4. It provides opportunities to retrain employed worker to perform new and changed jobs, this may be necessitated by technological change or of new production (in service training).
5. Training helps to acquire, correct operation skill as such it will solve operational problems viz: to reduce accidents e.g. training in proper use of equipment and in safely attitudes.
6. It keeps supervisors and managers up to date on the techniques of management and super vision.

2.2.10 Types of Training and Retraining

Different types of training to produce teachers and re-training to enhance their qualities have been discussed by many experts in the field of education, depending on their understanding some of these types of training and re-training of teachers are:

1. **Pre-service training**: This has been available to teachers, in such institutions as teachers colleges, advanced teachers colleges and institutes of education and

universities faculties of education. Initial or conventional teacher training is today that kind of educational training received by teachers in colleges of education and faculties of education in the universities and similar institution that will enable them to become professional teachers.

2. In-service Training: This is the training given to teachers already in the service. This training is encompassed in all the programmes stated above except the Grade II the teachers' programme, which was the entry point in the training of teachers was the Grade II, Teacher enroll into Teachers Colleges to qualify, as Grade II teachers, while still in the service, this level of teachers can go on to obtain the next higher level which is the National Certificate of Education (NCE) while they still perform their jobs as teachers or they are released to go to school if they so wish.
3. The same teachers are eligible for the Bachelor of education degree programme. In the same vein graduates can go on to post-graduate programme in education up to the Doctoral levels. All of these are most times carried on as in-service programmes. In either pre-service programme the training is exclusively teacher based teacher who wishes to undergo an in-service further education programme can do so either still serving or may be released for the period of study, after which he/she goes back to his station to continue with his work. According to Abdullahi (2012) a well designed in-service education could help to revitalize the practicing teacher or teacher education (or supervisor) hence the need for continuing education of the practicing teacher.

Modes of In-service Training

Akinyemi (1991) equally listed the modes contained in the Federal Teachers Service Manual of 1977 as:

i. Evening Courses

ii. Day release

iii. Short full time courses

iv. Vacation courses

v. Workshops and seminar

vi. Teachers center-based courses

vii. Radio-TV courses

viii. Correspondence/open/distant learning

ix. Study leave with pay

x. Sabbatical leave

Akinyemi identified the following types or in-service methods which are commonly organized in Nigerian schools:

1. **Induction:** It is a systematic programme for professional initiation guided by experienced and further study for teachers; it is acquired in the first year of teaching after the initial training to help the new professionals to become more skilled. Usually an inductee is assigned to an experienced staff or college tutor closely connected with the initial training. But often, an on-the-job training scheme is organized for the employee to be supervised by an experienced staff in the same field, and in some other cases, the assistance of an expert from outside is sought.

   For instance when some new equipment is introduced to a job, the manufacturing company can detail a representative to train one of the employees of the purchasing institution on how to effectively operate the new equipment. Also when college and university education student are about to proceed into the mandatory teaching

practice period of their courses, induction courses are organized by their schools or faculties in which seasoned course teachers or lecturers present seminars to these student-teachers on topic like classroom management, discipline continuous assessment, school records, lesson notes preparation, teachers personality, and so on All these are to prepare the student-teachers on practice for eventual adjustments. Such a programme may last for one or two days. (Akande, 2001).

2. **Orientation:** This is a systematic effort an organization makes to minimize the problems which new employees are likely to face. It helps to build staff confidence and boost effective contribution or productivity; it is to avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management during such a programme, teacher need to be informed about school regulations. Organizational pattern, structure, the curriculum plans instructional materials and equipment, pupils service, day-to-day activities, curricular activities, school-records and procedures for keeping them, and so on. Some organization adopt the procedures of printing curriculum guides, handbooks and appointing a special committee to handle such matters and report back to the school head.
3. **Workshop/seminars:** This is done to update knowledge and improve the skills of staff in their subject areas, especially whenever a new curriculum is introduced. It is to acquaint employee with the new procedures, new communication systems, new topics or subjects, new policies etc. A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resources person from outside especially from universities and or ministries of education come to present papers and answer questions posed by

participants, such a programme may also be domicile in school premises or at a designated out-of-school venue may times to the organizers of such programme give pre-programme test or questionnaires to participants to assess their entry knowledge or skill and at the end of the programme, a post-test to assess their entry knowledge or skills and at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise. Reports generated from such exercises are normally useful for planning and policy purposes. In this respect, Nigeria is richly served by two institutions; the National Institute for Education Administration and planning Ondo, Ondo State and the Lagos State Post Primary Staff Development Commission (LSPPSTC) Magodo Lagos.

4. **Professionalization:** This is done through in-service education for graduates of non-education institutions like polytechnics and even universities who having teaching appointment or needing to start their own schools, need to professionalize, they can be called "non-professional practitioners" they are compelled to train and update their knowledge else, they lose their jobs teaching in Nigeria is currently witnessing a lot of revival in many respects and in due course. It would be an aberration to find any teacher in Nigerian school whether at Primary secondary or tertiary levels not having a professional teaching certificate, there are notable programmes in place for these categories of teachers' for HND holders, the Federal College of Education (Technical) in Akoka-Lagos a special one-year intensive postgraduate course exists to which many are subscribing the Postgraduate Diploma programme in Education (PGDE) which is designed for non-education university graduates exists for full-time or sandwich programme for one or two sessions respectively in the university of

Lagos the faculty of education commenced, around 2004 a special in-service training programme packaged for academics. In other faculties in the university who teach but without knowledge of the pedagogy. The programme which received some warm embrace and was widely subscribed had hence been stalled for whatever reasons.

5. **Higher qualifications:** Even as professionals a teacher may desire to obtain higher degrees to qualify for higher responsibilities and improved earnings such may be Grade II holders gunning for the NCE certificate, NCE holders seeking first Degree Certificate B.Ed or B.A (Ed) or B.Sc (Ed) holders going for masters and master holders running PhD programmes exist in full-time part-time, sandwich, correspondence or distance learning modes. While reviewing the work of Seminary (2012) listed other types or methods which are briefly explained below.
6. In-basket training after trainees has been given background information on a hypothetical school, each product organization and school personnel, they are provided with myriads of assorted memoranda, requests and data pertaining to the school. The trainee must make a sense out of these papers, prepare memo and take notes.
7. **Case study:** These are actual cases collected from other organizations. The trainee must identity the major and minor problems in each case, filter the significant from the insignificant, analyze the issue involved logically fill in the missing links and arrive at some means for solving the identified problems.
8. **Role playing:** The trainee is asked to play a part in a problem situation requiring interaction with others.

9. **Behavior modeling:** It I a structured approach to teaching supervisory skills it is related to role-playing but is more structured.
10. On the job experience it relates to interaction with fellow professionals on the job and provides a source of both motivation and information.
11. **Position rotation:** This involves moving from one section of the organization to the other for the purpose of gaining a broad knowledge on all aspects.

In-service programmes structure and management (NCE, B.Ed/B.A (Ed), PGDE and M.Ed) the NCE Primary sandwich programme which is run by colleges of education has two categories of students:

a. **The Grade II:** These are teachers who spend five years programmes for their study. Those teachers perform according to the rules and orders given to achieve the objective of executing the teaching work effectively. A teacher teaches in a subject area assigned as part of the curriculum; most of these teachers known as teachers Grade I & II certificates.

b. **The Associateship Certificate in Education (ACE**): These are holders who spend four years to qualify courses are designed from 100 to 400 or 500 levels. An academic session is divided into three terms of three weeks each during which a 15 two-hour lectures are covered. Such programme usually utilize the long vacation period of the Primary school calendar hence participants travel to program centers for full-day engagements in lectures group discussions test and examinations. It the end of every session of teaching, a break of about two to three weeks is observed to allow effective study before students are recalled for examinations, usually programme into two consecutive week-ends. Sometimes, a week of rest is allowed

in between the two Saturdays of examinations. Examinations carry 70% which Continuous Assessment (CA) carries 30% for each course offered students also have two special teaching course (like Mathematics English Language, Geography, History etc) and other subsidiaries (like Language and Communication Skills General Studies etc) which they combine with their Primary Education Studies (P.E.S). For semi-finalists and finalists, a six week teaching practice exercise is organized. They are expected to "practice" in their respective work stations and graded by visiting supervisors (who are their college lecturers). In case where such places are not easily accessible student-teachers are advised to arrange to stay in near-by schools the first of the exercise is used for student's preparation while the last week is devoted to visitation by external examiners from superintending institutions (universities). Who visit sample locations to confirm reports return by "TP" supervisors to round up the entire exercise. The B.Ed, B.A (Ed) or B.Sc (Ed) Sandwich programme is for NCE teachers (and recently for non NCE holders in some institutions like the university of Lagos) this is a development from the increasing rate of disappointments suffered by applicants for the regular degree programme through the University Matriculation Examination (UME) conducted by the Joint Admissions and Matriculation Board (JAMB). The long vacations are utilized for intensive lectures and continuous assessment these normally last for about six to eight week running between 8am to 6pm daily. Including weekends depending on exigencies many universities are involved in this lucrative business especially in city-centers where the demand continues to increase. Also for the post graduate Diploma and master programmes in Education, the programme runs,

Applicants for the Masters programme are education graduates with or without PGDE while applicants for the PGDE programme are mainly non-education graduates who desire to convert to the teaching line to make a career. These programmes run full-time, part-time or sandwich in the faculties of education nationwide. They last for two, three and four semester respectively.

c. **Distance Learning/Teaching**: this is applied to any training that enables students to carry on their studies without the need to attend a school or college regularly. The Lesson are carried to students either by broadcasts or through post, what the student can receive it at home or any other convenient place. Distance learning is important to teachers because they need to leave their jobs to pursue studies.

d. **Correspondence Courses**: As the name implies it is assumed that it corresponds with the normal conventional teacher training. It is usually be sending lessons to the students through the post. This kind of training has been used in recent years to teach student at a distance, "it has been used successfully with student covering a wide range of ages and educational attainment and more recently. National Teachers Institute has been using correspondence as its main teaching medium for the in-service training of teachers".

2.2.10 Nature of the Training

The Nature of training can be a factor that can affect the development of staff in an organization. Training can be organized for several purposes depending on the organizational needs. It is assumed that all training programmes should be geared towards acquiring skills in which deficiencies have been indicated and enhancing already

acquired skills and techniques by the employees, moreover skill development training programmes should focus on imparting proficiency in specific skills that the trainee lack.

Training may also be focused on the acquisition of knowledge and education relevant to the functions of an employee in an organization. Such programmes may consist of lectures and discussion by experts on the topics to be covered as well as guided self-study in seminar or conferences. And also programmes that specialized in field training which involved the use of hands on type of interactive activities like workshops, case studies role play and the like. These focus on developing one's ability for effective manipulation of the skills taught.

While most training and developmental activities are general, some training programmes are special, because they are organized for those with special vocations, abilities or aptitudes these could include training of teachers of special schools etc. Whatever the kind or nature of the training, it should be organized to achieve the training objectives which should equally help to achieve the organizational objectives.

2.2.11 Duration of the Training Programme

The duration of the training programme or of any development activity is one of the important parameters of planning the programme. Altalib (1993) How long a training event should last depends on the training objectives and also the duration their professional development and all aspects of moderation that will influence the interest of the workers to put their maximum efforts towards achieving the organizational objective such a attractive fringe benefits (housing and rent subsidies, leave allowance, free medical service, can advance and Basic transport allowance etc.).

This aspect of teacher factor is very important for the fact that the quality of teaching can be determined by the teacher's interest. No matter how well trained a teacher is if his interest and commitment to the profession are not there and no matter the level of supervision. The teacher will deviate. Lassa (2001) emphasizes that teachers are the main determinants of quality in education if they are apathetic, uncommitted uninspired, Lazy, unmotivated, immoral and antisocial, the whole nation is doomed. If they are ignorant in their discipline and impart wrong information, they are not only useless but also dangerous.

2.3 Development of Staff through Conferences

Like seminar and workshop conference is equally re-training exercise to make teacher up to date in their knowledge and skills in teaching conference are generally used to tackle a single problem or sets of problems the sponsors usually set up an agenda in advance. The programme may include sessions of various types including lecture, panel discussion. Conferences provide an important channel for exchange of information between researchers. Conference are usually composed of various presentations they tend to be short and conscious with a time span of about 10 to 30 minutes, presentations are usually followed by a discussion, the work may be in written form as academic paper and published as the conference proceeding usually a conference will include keynote speakers.

In addition to presentations, conferences also feature panel discussions round table on various issue and workshops. Prospective presenters are usually asked to submit a short abstract of their presentation which will be reviewed before the presentation is accepted for the meeting. Some disciplines require presenters to submit a paper of about

6-15 pages which is peer reviewed by members of the program committee or referees chosen by them conferences are usually organized either by a scientific society or by a group of researchers with a common interest. Larger meetings may be handled on behalf of the scientific society by a professional conference organizer.

Moreover at conference teachers can learn from others in their profession and perhaps in their particular area of expertise (what works? What doesn't work? This is real, practical professional development in action? Share with others: your thoughts, experiences, etc. (conferences are not just for taking, they are also excellent opportunities for giving.

2.4 Development of Staff through Workshop/Seminars

It's not recent news that great teachers help create great student, a well informed and inspired teacher is sure to influence a student's achievement. Therefore it is critical for LGEA to pay close attention to how they train and support both new and seasoned teachers. In an ever changing world as we have today. Staff development is the key.

It is generally organized by an institution or association in order to develop certain instructional materials, book resources material supportive material, work book etc. workshop can be organized to develop certain skills of teachers.

Teachers could be trained in certain new laboratory skills, develop a question bank analyze question in set different examination and suggest reforms. A workshop could mean hard and concentrated work on the part of experienced teachers to create certain educational materials. A work shop comprises a small, selected group of teachers or experts drawn from actual working situations or related expert who theories on the activities.

A workshop is a gathering like working meeting where the participants are actively involved. The main aim is to acquire new knowledge that relates to the work of the participants. They identify, needed changes in behaviour, learn new skill and practice behaviour and skills in stimulated work environment "An effective workshop is built around what is practiced and relevant from the learners perspective it is specific and focused on it subject matter Attalib (1993). Workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills.

Even those educators with years of experience tend to fall into a rut its natural human instinct to stagnate. A refresher course or learning something new can benefit all teachers whether their focus is the refinement of content area teaching skills or moving into a new area of study three of the most beneficial staff development offering are literacy workshops; six traits of writing and special education workshops.

Literacy workshops are an essential component of 21st century success. The future of a child depends highly on learning to read and write. Lacking these skill will put a burden on our future as a society literacy, it exist worldwide literacy workshops provide teachers with effective strategies to monitor children progress with information and tools for quick and meaningful assessment of a student knowledge and abilities. Additionally, literacy workshops increase teacher knowledge of balanced literacy activities as well as create technique designed to accelerate student acquisition of reading and writing skills.

The six trait writing workshop unlikely any other model out there, the six traits is a wonderful way to objectively score student writing in any subject. The six traits provide a common language and greatly help with revisions and editing. Moreover the rubrics are guideline for quality writing and scoring because the descriptors for each of the trait are

easy to understand scoring a student writing is a much simpler task for the teacher. Best of all, the six trait can be used across the curriculum. The model works well in all subject area and writing assignments. Student will find the six traits are not just something applied in English class but in all areas, finally the six traits are a wonderful tool for all students. Teacher students writing will grow more rapidly when they apply the six traits and teaching will become a lot less problematic.

Finally special education staff development workshops are some of the best classes an educator can take whether they have special education students in their classroom or not as schools become more inclusive. It is crucial that both special education teachers and general education teachers work together to adapt curriculum materials and teaching techniques to meet the needs of student with disabilities. An in-service focusing on special education will train educators to work cooperatively and maintain joint responsibility for specified educational instruction. The general education teacher and the special education teacher will learn that they can collaboratively bring their skills, training and perspectives together to strengthen teaching and learning opportunities.

Seminar; According to Altalib (1993) "A seminar is a topic oriented event designed to educate and inform an audience about a broad subject of interest". The programme of a seminar usually consists of series of lectures and lectures that will form a panel of discussion on topics within the seminars main theme sometimes parallel workshop discussions in small group may be included. When organizing seminars, picking a subject and it major component topics should be the first stage next are lectures and panelists who are qualified and available to speak on the topic. A seminar is part of a

retraining exercise to update the teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject.

Seminars are basically arranged to discuss current issues and problems or to share idea. A seminar is a small group discussion in a formal setting with clear agenda. In a seminar a speaker present a theme or a set of papers and it is discussed by all those who participate in a seminar, teachers can discuss problems regarding admission, staff, development evaluation, new idea of teaching or relevant innovations etc in a seminar a teacher may contribute a paper or an idea, constructively criticize or review a conventional approach.

A seminar can also be organized by a group of teachers, the required resources of a seminar are finance, facilities to sit and discuss facilities to present, the agenda of seminar to be discussed earlier the general theme to be discussed, date and time need to be communicated to participant giving adequate time for preparation including the date time and theme presentation. One of the important aspects of seminar form of teachers' development is the very active process between those who are organizing and presenting the seminar and the teacher who are participant. Even the word "seminar" comes from a latin root that reflects this 'seminarian' a seed plot. The seminar is where you plant a seed or an idea and then work with that seed to develop it over a period of time through a dynamic and interactive process.

There are three elements that are critical for effective seminar: (1) Curriculum and teaching methods (2) logistics and (3) consultation for help and support. The curriculum and how it is presented is the meat on the bone of the seminar model, in order for a

seminar to be successful, the curriculum must be well considered and the method of teaching that curriculum must be effective.

2.5 Development of Staff through Symposium

Symposium is a convivial party with music and conversation. In other words, symposia a social gathering at which there is free interchange of ideas. Symposia: It can be organized by a group of teachers in a resourceful institution to focus on important issue that are related for the professional growth of teachers, the messages, issues, problems to be discuss need to be systematically outlined for worthwhile discussions and for arriving at some meaningful conclusions. It comprises experts in a field which could be drawn from different field focusing the theme.

Educationally, symposium refer to as a formal meeting at which several specialists deliver short addresses on a topic or on related topics through a collection of opinions on a special issue. In view of Ololube (2005), "educational symposium is an educational conference for the public discussion of some educational topics especially one in which the participants form an audience and make presentations" The presentation could be in the form of a research paper, a review, or a model to visualize professional problems and issues in a given context. "The symposium forum serves an excellent for informing an audience, crystallizing opinion and in general preparing the teachers for arriving at decision policies, values, judgments or understanding" (Bell, 2000). Symposium consists of a set of program of prepared speeches followed by teachers' discussion. Symposium is a technique in which two or more person under the direction of

a chairman presents several speeches, which give several aspect of one question. According to Ololube (2005), the following are main characteristics of a symposium:-

1. To identify and understand two various aspects of the theme.
2. To develop the ability to decision and judgment regarding a problem.
3. To develop the values and feeling regarding a problem.
4. It provides the broad understanding of a topic or a problem.
5. The opportunity is provided to the teachers' to take decision about the problem.
6. It is used for higher classes to specific theme and problem.
7. It develops the feeling of co-operation and evaluations are achieved by employing the symposium.
8. I provide the different views on the topic of the symposium.

The scope for the use of symposium is use of television for education. Scope for the distance education in education.

- Use of essay and objective type of test quality control of education research.
- Use of micro teaching in teacher education.
- Use of team teaching in school.
- Use of action research in classroom teaching.

Advantages of Symposium

- It is suited to a large group or classes
- This method can be frequently used to present broad topics for discussion at conventions and organization meetings.
- Directs the teachers continuously in dependent study.

The role of symposium in Teacher Education, the symposium will provide a valuable opportunity for teachers from different cultural background and different field to changing role of teachers in community and schools from international perspective to promote the generation and implementation of evidence based practice in school through sharing and exchange of information on the latest development in the discipline among expert from across the globe. Symposium contribute formulating global and regional strategies in advancing teachers roles as well as developing policy initiative in as it relate to teaching and learning process.

2.6 Development of Staff through In-Service Training

This is the training given to teachers already in the service. This training is encompassed in all the programmes stated above except the Grade II the teachers programme which was the entry point in the training of teachers was the Grade II, Teachers enroll into Teachers Colleges to qualify as Grade II teachers, while still in the service. This level of teachers can go on to obtain the next higher level which is the National Certificate of Education (NCE) while they are released to go to school if they so wish.

The same teachers are eligible for the Bachelor of Education degree programme in the same vein graduates can go on to post-graduate programme in education up to the Doctoral levels. All of these are most times carried on as in-service programmes in either pre-service programme the training is exclusively teacher based teacher who wishes to undergo an in-service further education programme can do so either still serving or may be released for the period of study after which he/she goes back to his station to continue with his work. According to Akinyemi (1991) a well designed in-service education could

help to revitalize the practicing teacher or teacher education (or supervisor) hence the need for continuing education of the practicing teacher.

In-service teacher professional development on the other hand includes a wide variety of programs designed to promote and support the professional learning of teachers who are already employed and working in classrooms. The goal of in-service professional development is to improve the knowledge, skills and commitments of teachers so that they are more effective in planning lessons, teaching, assessing student learning and undertaking other responsibilities in the school community. Achieving this goal is critical because the teacher's role is one of the most important factors contributing to high-quality education and successful student learning.

In-service programs come in several forms with most programs falling within the following two categories. Sometime, "in-service" refers to a prescribed extended course of study, mirroring the pre-service teacher education curriculum and teaching to some level of formal qualification for "unqualified" teachers. Usually "in-service" refer to professional development activities for teachers ranging from continuous, comprehensive career long programs of teaching and learning to occasional adhoc workshops.

Both forms of in-service programs are important particularly in the context of the reforms in teaching and learning that are been introduced in many countries for instance, the shift from promoting note forms of learning based on memorization of facts to facilitating more-active forms of learning emphasizing critical, analytical and problem solving skill can be successful only if all teachers, regardless of the nature of their initial pre service preparation, understand and haven the knowledge and skills to implement new practices in the classroom (Ginsburg, 2010). In-Service program help teachers

acquire or deepen their knowledge about the subject matter content, teaching skills and assessment methods required to implement an existing or a new curriculum as well as assist them in working effectively with parents and other community members.

Samupwa (2008) examined the effects of teacher training on the administrative work and teachers behaviour in the classroom, result showed significant changes in behaviour of the teacher in classroom and on the administrative work. In the modern world, in-service training play a crucial and pivotal role in improvement of education.

2.7 Development of Staff through Orientations

Literally, orientation is frequently planned to take maximum advantage of the daily and seasonal variations of the sun's radiation. Optimum orientation of a structure is, in the end, a compromise between its function, its location, and the prevailing environmental factors of heat, light, humidity, and wind. (Britannica, 2009)

Educationally, in view of Bukley & Caple (2000) "orientation means interpretive, involving the effort to understand a particular educational exercise from a theoretical perspective and to establish its significance in the light of education" This is a systematic effort organizations make to minimize the problems which new employees are likely to face. It helps to build staff confidence and boost effective contribution or productivity it is avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management during such a programme, teacher need to be informed about school regulations organizational, pattern structure, the curriculum plan instructional materials and equipment, pupils service, day-to-day activities, curricular activities, school – records and procedures for keeping them and so on.

It is assumed that, the quality of human resources in any organization is frequently the most important factor that determines whether or not the organization is going to be successful whether it will realize a satisfactory return on its investment and whether it will achieve its basic objectives, Rensis Likert as quoted by (NPE 2004) supports the above by saying that human organization all activities of any enterprise are initiated determined by the persons that make that equipments and all that modern firms are unproductive except for human effort and directions. Some organization adopts the procedures of printing curriculum guides, handbooks and appointing a special committee to handle matters and report back to the school head.

2.8 Development of Staff through Mentoring

Mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experience individual known as a mentor. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria, 2003).

There is much refining of the definition in the recent literature on mentoring According to Zachary (2002), mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is state that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues. Both participants in peer mentoring have been known to achieve a level of mutual expertise, equality and

empathy frequently absent from traditional mentoring relationships. (Harnish & Wild, 1994).

Another broader definition of mentoring is someone who helps a protégé learn something that he or she would have learned less well, more slowly, or not at all if left alone (Bell 2000). "All mentors are not supervisors or managers. But all effective supervisors and managers should be mentors. Mentoring must become that part of every leader's role that has growth as its Primary component" (Bell, 2000 p. 2).

Moreover mentoring improves employee performance, increases commitment to the organization, improves flow of organizational information and supports leadership and management development (Navy Mentoring Handbook) Mentoring has a number of components, there is the mentor, the protégé the relationship and the atmosphere in which they operate this atmosphere could be the organization friendship or family defining those components is essential.

The mentor's role includes the following:

a. To identify career goals of the protégé
b. Provide career advice and guidance, encourage their career and personal development to the fullest, share own insights into the organization, provide suggestions on activities and information that would benefit the protégé growth and
c. Recommend pursuits that will develop specific area in the person's professional advancement and assist the employee by being a reference and advocate.

2.9 Organization and Conduct of Staff Training and Development in Nigeria

Training and development activities are integral and important aspect of human resource management. Such activities make it possible to adjust as well as enhance the skill of the workers. In improving the teaching skills among the teacher, staff development programs are important because they consist of training in teaching methods and skills. Therefore the better way of achieving educational objectives, is not only in Primary school but all educational institutions. Hence training and proper development of teachers and competent supervisors with the support of qualitative teaching materials, good ventilated classroom and qualified school administrators are all factors necessary for the achievement of educational goals.

Staff training and Development are view by many scholars in different studies the terms (training" and "Development" are often used interchangeably even though they have different connotation, training is seen as "those activities which are designed to improve the overall competence of the employee in a specific direction and beyond the job he now held". Nadlen (1998) in NPEC (2004), while development is said to be concerned with preparing the employers so that they can move with the organization as it develops "changes and grows". Therefore, training is the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt while development implies a parallel process in which people acquire more general abilities and information but in ways that cannot always perform.

Tiberondwa, (2000) on the other hand point out that staff development programs include training, attendance of seminar, workshops, conferences and short courses within and outside the institution. He further stated that training is the process through which organization build the skill and abilities of non managerial employees. While

development on the other hand include the process by which managers and executives acquire not only skill and competence in the present job but also capacity for future managerial taste of increasing difficulties and scope. Training is also seen as the procedure by which people acquiring knowledge and skill for a definite purpose.

However, Tiberondwa (2000), is of the view that education and training are a form of investment in human beings it argue that both knowledge and skill are a form of capital, and that this capital is a product of "deliberate investment". He similarly identified that short term training programs to include induction which is locally organized through seminar and workshops for new staff an organization". Discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized it strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Thus conferences provide tentative answers to critical questions.

Ebau (2001) in conceptualizing the seminar state that; is not only at the receiving end but exchanges views and ideas, which is good for one's professional development. Kroehnert (1995) in an in-depth analysis found out that through seminar, a problem may be defined and then given to the participants to rectify, under the supervision of the seminar leader. Mestry, and Bisschot (2009:477) claim that many teachers may have a low morale due to poor working conditions. A low morale is expected to negatively influence the motivation of teachers. Thoonen et al (2011:506) refer to contextual factor such as teacher interactions and cooperation, participative decision making and a climate of trust that may impact on the development of teachers. These pose particular challenge to the motivation of teachers to participate in development activities.

2.10 Factors that Motivate Teachers to Participate in Staff Development Activities

Buckley and Caple (2000) in their book working on training of teachers in elementary schools in North London, added that training at whatever level, has both intrinsic and extrinsic benefit to the individual resulting from the ability to perform a task with better skills and from extra-earning accrued to increased job performance coupled with promotion prospects. Christie (2008:153) states that individuals are motivated by their personal and professional belief. Teachers should therefore believe that staff development activities are valuable for them as well as their profession and this is expected to motivate them to participate in it. Behaviour being part of development is influenced by people's motivation (Martin and Dowson, 2009:328). People tend to ask what is in it for me? Bruce and Pepitone, 1999:7) this refers to benefits that are expected by participant. Schunk, Pintrich and Meece (2008:261) claim that rewards have a prominent place in motivation theory and they believed that rewards control behaviours therefore, the rewards people may receive, whether internal or external may motivate them to participate in a specific activity.

Kwakman (2003:168) claims that an adequate infrastructure is important for development these factors thus influence the teaching and learning process and may influence teachers' participation in development activities. Pardee (1990:14) and Bubb and Earley (2010:75) suggest that identifying and addressing the specific needs will motivate teachers to adopt behaviour aimed at satisfying the needs and hence possibly enhance teaching and learning. Identifying and addressing the need may thus promote participation in development activities.

On the other hand, reward in the form of money may serve as driving force for development (Hildebrandt and EOM, 2011:421). However rewards are not monetary. Reward may refer to satisfaction, contentment or competence in completing a task. Earley and Weindling (2004:175) state that for adults to be motivated they must be involved in the decisions about the rewards. Development must be reward and the reward must be acceptable for adult learners. If adults feel they will gain whether intrinsic or extrinsic, they are more likely to engage in an activity. In the case of schools, a reward can motivate individuals to care more about doing well.

(Sansone and Harackiewics, 2000:87). This may lead to an increase in participation of teachers in development activities to promote learner achievement. Adult come to the learning situation with prior knowledge, skills, interests and competence. (Earley and Windling, 2004, 175 Yang 2004:845). This influences their participation in development activities. Adult must know why and what they learn. This may motivate them to be actively involved in development activities. Kwakwan (2003:157) states that teachers need a supportive environment to participate in staff development activities. Also, Ojo (1998), mentioned that financial reward is a major factor in attracting individuals to an organization, persuading them to remain and inducing to contribute positively towards the achievements of corporate goals.

From the above conceptual framework and empirical studies one would see the fact that organizing staff development activities for teachers improve the quality of education since it boost the teachers' moral and also improve the performance of student and pupils as well.

2.11 Empirical Studies

The study embarked Evaluation of Staff Development Programme in Primary Schools in Zaria Metropolis, Kaduna State-Nigeria. In view of this, it was found that a study was conducted by Isa Abdu Soba (1998) titled "Staff Development Programmes for Secondary School Teachers in Kaduna State of Nigeria" The population for the study was 5,300 teachers and 160 Ministry of Education officials. The sample for the study was 300 teachers and 55 MOE Officials. The researcher adopted descriptive research design and collected the data for the study through the use of questionnaire. The data was analyzed using t-test statistical tools at 0.05 level of significance. The study examined several issues related to staff development programmes in Nigerian primary schools, And the finding showed that there were several conducts of staff development programmes through seminars, workshops, educational conferences, symposiums etc.

Additionally, a research was conducted by Fredrick, Ngala, Stephen and Odebero (2009) titled: "Teachers Perceptions of staff development as it relates to teachers' effectiveness; A study of rural primary schools in Kenya" The research used descriptive survey design with a sample of 100 secondary school teachers. The Linkert Scale questionnaire was used for the collection of data; and t-test at 0.05 level of significance was used to test hypotheses. The result has shown that; participation in staff development programmes such as seminars, workshops, educational conferences, symposiums etc. have impacted positively on teachers effectiveness.

However, another research was discovered conducted by Tijjani, (2011); titled "Perception of Stakeholders on the Development of Primary School Teachers in Katsina State, Nigeria" The population for the study was 19,364 teachers and 1,375 Educational

Administrators. The sample for the study was 507 teachers and 85 Educational Administrators. The researcher adopted survey research design and collected the data for the study through the use of questionnaire. The data was analyzed using t-test statistical tools at 0.05 level of significance. The study examined several issues related to staff development programmes in Nigerian primary schools. And the finding showed that staff development programmes can be achieved through seminars, workshops, educational conferences, symposiums etc.

2.12 Summary and Uniqueness of the Review

This chapter has reviewed some literature related to staff development programmes in line with the raised objectives of the study. In this review, conceptual definitions of some terms were vividly reviewed such the meaning of evaluation, meaning of development, meaning of staff development, steps of staff development programmes, LGEA models of staff development, importance of staff development, staff development programmes related to regular conducts of educational conferences, workshops/seminars, symposia, in-service and orientation and mentoring. However, The review is also in areas like organization and conduct of staff training and development and factors that motivate teachers to participate in development activities.

Additionally, the chapter has further reviewed some empirical studies in line with the raised objectives of study. Finally, summary of the chapter was drawn to ease understanding the review accordingly.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the methodology to be used in the study. The main study of the chapter include the research design, the population of the study, sample and sampling procedure, instrument for data collection, validity of the instrument, reliability of the instrument, methods of data collection and pilot study.

3.2 Research Design

The descriptive survey design was used in the study. Ajayi (1991) viewed survey research as "a study which involved an investigation on entire population of people or items by collecting data from samples drawn from population and assuming that those samples are true representatives of the entire population". This method includes the use of structured questionnaire in the collection of information from the respondents scattered over a wide area. This procedure is also called the survey method. This is because there is no feasibility for experimentation. This method involves gathering data about the target population from a sample and then generalizing the findings that were obtained from the analysis of sample to the entire population.

3.3. Target Population

The target population for this study is all public primary schools in Zaria Metropolis. Thus, the study consisted of 810 teachers, 35 Head Teachers and 60 LGEA Officials in Zaria Metropolis. Details of this data are shown on table 3.1:

Table 3.1: Population of the study

S/N	District	Names of Schools	Teachers	Head Teachers	LGEA Official
A.	**Pada**				
1.		LGEA Sarki Musa	43`	1	60
2.		LGEA Lawal Aliyu (Magajin Malan)	36	1	-
3.		LGEA Dr. Mohammad Jumare	50	1	-
4.		LGEA Nuhu Bamalli	24	1	-
5.		LGEA Allu Dan Sidi	44	1	-
6.		LGEA Justice Bashir Sambo	36	1	-
7.		LGEA Sarki Sambo	37	1	-
8.		LGEA Abdulkarim	38	1	-
9.		LGEA Alkali Gambo	23	1	-
10.		LGEA Dr. Aminu Ladan Sharaihu	37	1	-
11.		LGEA Dallatu Samaila	21	1	-
12.		LGEA Ahmad Fatika	27	1	-
13.		LGEA Galadima Adamu	14	1	-
14.		LGEA Zage Zagi	17	1	-
B	**Kaura**				-
1)		LGEA Turaki Ali	28	1	-
2)		LGEA Nuhu Baturen Makaranta	31	1	-
3)		LGEA AMB Lawal Sambo	14	1	-
4)		LGEA Abdulsalam	26	1	-
5)		LGEA Yahaya Hamza	33	1	-
6)		LGEA Dr. Nuhu Bayero	37	1	-
7)		LGEA Yamusa	17	1	-
8)		UBE Zabairu Isa Raka	19	1	-
9)		LGEA Sarki Jafaru	40	1	-
10)		LGEA Lt. Conel M. M. Jumare	26	1	-
11)		LGEA Yeskwake	6	1	-
12)		LGEA Dorayi	5	1	-
13)		LGEA Zakara	4	1	-
14)		UBE Anguwan Mu'azu	2	1	-
15)		LGEA Kako	5	1	-
16)		UBE Damanko	3	1	-
17)		Panga Nomadic	8	1	-
18)		LGEA Aba	10	1	-
19)		UBE Gidan Kano	5	1	-
20)		LGEA Dr. Shehu Idris	41	1	-
21)		UBE Abubakar Danyaro	3	1	-
Total			**810**	**35**	**60**

Source: Planning, Research and Statistic Development Zaria LGEA, (2014)

3.4 Sample and Sampling Technique

Since it would not be possible to include all the teachers in the study, a simple sampling procedure was adopted in the selection of the sample. Twelve schools were randomly selected from the thirty five schools of the scoped area of the study. Thus, 285 teachers, 35 head teachers and 40 LGEA officials were served as a sample of the study. Morgans and Kriejie (1970) recommended that that a sample should be adequate to ensure well representation to the entire population. The table 3.2 showed the details:.

Table 3.2: Sample of Teachers, Head Teachers, and LGEA Officials in Zaria metropolis

S/N	Zaria Metropolis	Sample of the Study	
	Category	**Population**	**Sample**
1	Teachers	810	285
2	Head Teachers	35	35
3	LGEA Officials	60	40
	Total	**905**	**360**

Purposive method was adopted for the study, this commensurate the view of Ardon and Baldry (2003), who lamented that "purposive sampling is applied where the researcher intends to pick subjects that satisfy a given criterion".

3.5 Instrumentation

The main instrument for data collection for this study is questionnaire designed by the researcher the questionnaire is chosen because it is relatively effective to be administered and scored and the questionnaire when carefully constructed can give

objective and reliable information, according to Thorndike and Heyan (2002) questionnaire is mass written interview. It contains question that might be asked in an interview sixty items were contained in the questionnaire the instrument was divided into the following section: A request letter, B. Personal data of the respondents. Sixty items for testing the hypothesis, the instrument were measured on a five point interval scale and the values were assigned as follows: Strongly Agree, Agree, Disagree, Strongly Disagree and Undecided.

3.6 Validity of the Instrument

The draft of the questionnaire was submitted to the supervisor for correction. The researcher ensured its content validity by checking the items on the questionnaire with the objective and hypothesis of the study to ensure that, the measuring instrument measures truly and accurately what it intends to measure the instrument was then presented to some specialist in research for their suggestions, comments and possible improvement. The decision by the researcher to employ experts is based on the remark of Kelinger (1983) who said "Validation of experts is an effective tool for content validation of research instrument.

3.7 Pilot Study

Pilot test is important because it inform whether the instrument will be measure what it is meant to measure, this is in accordance with Weiner, (2010) who confirmed that a pilot study help to check the problem areas and ambiguity and possible confusion that may be associated with the study therefore the pilot test will be conducted in a segment of Sabon Gari LGEA.

3.8 Reliability of the Instrument

Reliability is the degree of consistency between two measures of the same thing, designed instrument was printed and administered to thirty-five (35) teachers in order to determine its reliability and internal consistency (Kenneth and Abbot, 2002). The reliability coefficient of the instrument was determined using Cronbach's Alpha technique and will be found to be 0.77. This shows that, the research instrument is valid because the closer it is to 1 the valid it is. Also, Ajayi, (1991) stressed that "the instruments are reliable if they were consistently measured what they are expected to measure".

3.9 Method of Data Collection

The researcher made a personal visit to the Local Government Education Authority Zaria and the sampled schools in the respective areas. Consultations with educational administrators were made to assist with the following information, the actual number of the teachers available from each sample zone within the districts under study. The questionnaire was structured for data collection from teachers, head teachers LGEA officials within Zaria Metropolis. The questionnaire was in sections A to G, section A was on personal data, while section B-G consisting 60 items were drawn based on the hypotheses. A research assistant was employed and trained on how to distribute and collect the filled questionnaire.

3.10 Methods for Data Analysis

The data collected from the respondents were compiled and tabulated in chapter four, using frequency and percentage. Interpretations of data analysis were made after every table. The raw scores from the frequency were converted to percentages through the descriptive statistical techniques such as mean and percentage to answer the research

questions. Frequency and percentage distribution were used to show the respondents perceptions on a given item on the table. At the end, to test the postulated hypotheses of this research inferential statistics of Analysis of Variance (ANOVA) was employed to analyze the data. While the hypotheses were tested at 0.05 significance level.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

This chapter presents the Analysis and Discussion of Data collected for the study. The presentation is of two sections: section (A) consisted of bio- data of respondents which involved; status, gender, marital status, Age, qualification and years of experience. While, Section (B) consisted of data presentation and analysis which include 1-60 item statements as well as the opinions of respondents based on the formulated hypotheses.

A total of 285 copies of the questionnaire were distributed to teachers, but only 255 were returned. Also, 35 copies of the questionnaire were distributed to the head teachers, 28 were retrieved, 40 copies of the questionnaire were distributed to the LGEA Officials, only 35 copies were retrieved. Therefore, a total of 360 copies of the questionnaire were distributed but only 318 copies were returned.

The analysis was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire. The data were also presented in tabular form. Each table contains serial number, item statements, category of respondents, respondents' opinions were presented in frequencies and percentages. Moreover, the chapter contains interpretation of hypotheses testing in tabular form with explanations of acceptance or rejection based on Analysis of Variance (ANOVA) at 0.05 level of significance. Sixty item Statements were used in the assessment of the respondents' opinions (Appendix A).

4.2 Bio-Data

This section gives information on Bio-Data of the respondents using frequency table and simple percentage; it covers items 1-6 which include: status, gender, types of school, age, qualifications and years of experience. Table 4.3 is on status of respondents:

Table 4.3: Status of Respondents

Category	F	%
Teachers	255	80
Head Teachers	28	9
LGEA Officials	35	11
Total	**318**	**100**

Table 4.3 shows status of the respondents by category. The table shows that teachers have the highest frequency and percentage. Table 4.4 below is on gender of the respondents.

Table 4.4: Gender of Respondents

Gender	F	%
Male	144	45
Female	174	55
Total	**318**	**100**

The above table shows gender of the respondents by category. The table also shows that female have the highest frequency and percentage. And the table 4.5 below is on age of the respondents.

Table 4.5: Age of Respondents

Age	Teachers		Head Teachers		LGEA Officials	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**
30-35 years	228	89	10	36	5	14
35-45 years	18	7	8	28	10	29
45 & above	9	4	10	36	20	57
Total	**255**	**100.0**	**28**	**100.0**	**35**	**100**

The above table shows the age of respondents in frequency and percentage. The age between 30-35 has the higher frequency and percentage. Table 4.6 below is on qualifications of the respondents.

Table 4.6: Qualifications of Respondents

Qualification	Teachers		Head Teachers		LGEA Officials	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**
Grade II	14	6	-	-	-	-
NCE	187	73	8	29	7	20
B. Ed	42	16	17	61	19	54
M. Ed	12	5	3	11	9	26
Total	**255**	**100.0**	**28**	**100.0**	**35**	**100**

The above table shows the qualification of respondents, in which discovered that NCE holders have the highest frequency and percentage. The table 4.7 below is on years of work experience of the respondents.

Table 4.7: Years of Experience of Respondents

Age	Teachers		Head Teachers		LGEA Officials	
	Freq.	**%**	**Freq.**	**%**	**Freq.**	**%**
01-10 years	157	62	4	14	-	-
11-20 years	81	32	13	47	11	31
21 -30	17	7	11	39	24	69
Total	**255**	**100.0**	**28**	**100.0**	**35**	**100**

Table 4.7 shows the years of experience of respondents. From the table, it was discover that years between 1-10 have the higher frequency and percentage.

4.3 Opinions of Respondents on Evaluation of Staff Development Programme for Teachers in Primary Schools in Zaria Metropolis

This section (B-G) presents the analysis and discussion of data related to the raised objectives of the study; these are: examine conferences organized for teachers in Primary Schools in Zaria metropolis; determine workshops organized for teachers in Primary schools in Zaria metropolis; examine orientation organized for teachers in Primary schools in Zaria metropolis; examine symposium organized for teachers in Primary schools in Zaria metropolis; determine the in-service training organized for teachers in Primary schools in Zaria metropolis; determine mentoring organized for teachers in Primary schools in Zaria metropolis, Kaduna state. The respondents' responses ranged from tables 4.8 to 4.13 respectively.

4.3.1 Staff Development programmes through Conferences in Primary Schools in Zaria Metropolis

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 1 attempts to find out whether primary school teachers in Zaria metropolis attend conferences occasionally in my school; item 2 attempts to find out whether Teachers present papers during conferences and make positive contributions in my school, hence, item 3 investigates whether the conferences help in promoting teachers productivity in my school; Item 4 tries to investigate whether teachers benefit a lot from the conference; Further more; item 5 investigates whether teachers from Zaria metropolis attend conferences outside the Local Government. Item 6 asked whether many at times

conferences have not been organized due to inadequate funding. Item 7 attempts to find out whether Teachers can stay for two years without attending conference; However, item 8 investigates whether Zaria LGEA sponsor teachers to attend conference; Item 9 attempts to find out if beneficiaries of a conference, are required to train their colleagues; item 10 investigates whether teachers enjoy attending conferences in Zaria metropolis, Kaduna state. Details of the responses by teachers, head teachers and LGEA officials were explained in table 4.8.

Table 4.8: Opinions of Respondents on Conferences organized for Primary School Teachers in Zaria Metropolis

S/N	Item Statement	RESPONSES: Category of Respondents	Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Primary school teachers in Zaria metropolis attend conferences occasionally in my school.	Teacher	176	69	20	8	59	23	255	100
		Head Teacher	10	36	17	67	1	3	28	100
		LGEA official	28	80	-	-	7	20	35	100
2	Teachers present papers during conferences and make positive contributions in my school.	Teacher	153	60	28	11	76	30	255	100
		Head Teacher	21	75	1	3	6	21	28	100
		LGEA official	23	66	--	-	12	34	35	100
3	The conferences help in promoting teachers productivity in my school	Teacher	161	63	48	19	46	18	255	100
		Head Teacher	12	43	15	54	1	3	28	100
		LGEA official	28	80	2	6	5	14	35	100
4	Teachers benefit a lot from the conference.	Teacher	181	71	36	14	38	15	255	100
		Head Teacher	24	86	2	7	2	7	28	100
		LGEA official	29	83	1	3	5	14	35	100
5	Teachers from Zaria metropolis attend conferences outside the Local Government.	Teacher	99	39	34	13	122	48	255	100
		Head Teacher	5	17	19	68	4	14	28	100
		LGEA official	19	54	1	3	15	43	35	100
6	Many at times conferences have not been organized due to inadequate funding	Teacher	171	67	30	9	54	21	255	100
		Head Teacher	15	18	19	68	4	14	28	100
		LGEA official	27	77	1	3	7	20	35	100
7	Teachers can stay for two years without attending conference	Teacher	145	57	34	13	76	30	255	100
		Head Teacher	15	54	11	39	2	7	28	100
		LGEA official	24	67	3	9	8	23	35	100
8	Zaria LGEA sponsor teachers to attend conference	Teacher	139	55	11	4	105	41	255	100
		Head Teacher	13	46	1	3	14	50	28	100
		LGEA official	17	49	1	3	17	49	35	100
9	Beneficiaries of a conference, are required to train their colleagues.	Teacher	161	63	38	15	58	23	255	100
		Head Teacher	19	68	6	21	5	11	28	100
		LGEA official	30	86	1	3	4	11	35	100
10	Teachers enjoy attending conferences	Teacher	176	69	24	9	55	22	255	100
		Head Teacher	7	25	20	71	1	4	28	100
		LGEA official	28	80	3	9	4	11	35	100

Table 4.8, shows consensus in the opinions of teachers, head teachers and LGEA officials in response to item 1. The item attempts to find out whether primary school teachers in Zaria metropolis attend conferences occasionally in my school. The result showed that 69% of teachers and 80% of LGEA officials agreed with the statement; while, 64% of head teachers disagreed with the idea. Item 2 attempts to find out whether teachers present papers during conferences and make positive contributions in my school. It was found that 60% of teachers, 75% head teachers and 66% of LGEA officials agreed with the statement. Hence, item 3 investigates whether the conferences help in promoting teachers productivity in my school. The responses showed that 63% of teachers and 80% of LGEA officials agreed with the statement; while, 57% of head teachers disagreed with the idea respectively. Likewise, item 4 tries to investigate whether teachers benefit a lot from the conference. The result showed that 71% of teachers, 86% of head teachers and 83% of LGEA officials agreed with the statement. This showed that many teachers benefit a lot from the regular conduct of conferences in Zaria metropolis in Kaduna state.

Further more; item 5 investigates whether teachers from Zaria metropolis attend conferences outside the Local Government. The responses showed that 61% of teachers, and 83% of head teachers disagreed with the item. Only 54% of LGEA officials agreed with the statement. Item 6 asked whether many at times conferences have not been organized due to inadequate funding. The discovered result showed that 67% of teachers, 77% of LGEA officials agreed with the statement; while, 82% of head teachers disagreed with the idea. Item 7 attempts to find out whether teachers can stay for two years without attending conference. The result showed that 57% of teachers, 54% of head teachers and 67% of LGEA officials agreed with the statement. On item 8, attempt was made to

investigate whether Zaria LGEA sponsor teachers to attend conference; it was discovered that only 55% of teachers agreed with idea; while, 54% of head teachers and 51% of LGEA officials disagreed with the statement. From the responses, it was discovered that most of the respondents did not satisfy with the effort of government in terms of conduct of educational conferences in Zaria metropolis, Kaduna state.

Item 9 attempts to find out if beneficiaries of a conference are required to train their colleagues; The respondents indicated that 63% of teachers, 68% of head teachers and 86% of LGEA officials agreed with the statement respectively. Item 10 investigates whether teachers enjoy attending conferences in Zaria metropolis. The result showed that 69% of teachers and 80% of LGEA officials agreed with the statement; while, 75% of head teachers disagreed with the idea. The above responses showed that teachers and other educational officials are benefiting from various educational conferences in Zaria metropolis of Kaduna state. This also means that the government should release adequate funds for regular conducts of educational conferences not only in Zaria metropolis only; rather in Kaduna state at large.

4.3.2 Staff Development Programmes through Workshops in Primary Schools in Zaria Metropolis

This section covers item 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 11 endeavoures to find out whether most of the teachers are prepared to attend workshops; Item 12 asks whether workshops are organized by LGEA in relation to teachers work; Also, item 13 tried to investigate whether the workshop use to be practical and every

participant is engaged, while, Item 14 attempts to find out whether workshops are organized from time to time in Zaria metropolis.

Further more; item 15 investigates whether resource persons are used to be LGEA officials who specialized in various subject; Item 16 asked whether priorities are given to science teachers when sending teachers to workshop in Zaria metropolis, Item 17 attempts to find out whether most of the times workshop are done in rush. In addition, item 18 investigates whether no teacher above two years in service who has not attended a workshop; Item 19 further attempts to find out if workshop can only be meaningful when the right persons are involved as trainees. And item 20 investigates whether enough allowances are paid to the teachers who attend workshop. Details of the responses by teachers, head teachers and LGEA officials were explained in table 4.9:

Table 4.9: Opinions of Respondents on Workshops Organized for Primary School Teachers in Zaria Metropolis

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
11	Most of the teachers are prepared to attend workshops	Teacher	176	69	24	9	55	22	255	100
		Head Teacher	8	29	-	-	20	71	28	100
		LGEA official	27	77	2	6	6	17	35	100
12	Workshops are organized by LGEA in relation to teachers work	Teacher	164	64	33	13	58	28	255	100
		Head Teacher	21	75	-	-	7	25	28	100
		LGEA official	27	77	-	-	8	23	35	100
13	The workshop use to be practical and every participant is engaged.	Teacher	180	71	8	3	67	24	255	100
		Head Teacher	22	79	_	-	6	21	28	100
		LGEA official	25	71	1	3	9	26	35	100
14	Workshops are organized from time to time	Teacher	186	73	6	3	63	25	255	100
		Head Teacher	21	75	1	4	6	21	28	100
		LGEA official	28	80	-	-	7	20	35	100
15	Resource persons are used to be LGEA officials who specialized in various subject	Teacher	190	75	9	4	56	22	255	100
		Head Teacher	27	96	-	-	1	4	28	100
		LGEA official	22	63	2	6	11	31	35	100
16	Priorities are given to science teachers when sending teachers to workshop in Zaria metropolis	Teacher	151	59	5	2	99	39	255	100
		Head Teacher	14	50	1	4	13	46	28	100
		LGEA official	19	54	-	-	16	46	35	100
17	Most of the times workshop are done in rush	Teacher	170	67	12	5	73	29	255	100
		Head Teacher	20	71	-	-	8	29	28	100
		LGEA official	13	37	7	20	15	43	35	100
18	No teacher above two years in service who has not attended a workshop	Teacher	108	42	18	7	129	51	255	100
		Head Teacher	7	25	2	7	19	86	28	100
		LGEA official	19	54	2	6	14	40	35	100
19	Workshop can only be meaningful when the right persons are involved as trainees	Teacher	196	77	8	3	51	20	255	100
		Head Teacher	22	79	1	4	5	18	28	100
		LGEA official	21	60	5	14	9	26	35	100
20	Enough allowances are paid to the teachers who attend workshop	Teacher	150	59	58	23	47	18	255	100
		Head Teacher	12	43	-	-	16	57	28	100
		LGEA official	21	60	-	-	14	40	35	100

From table 4.9, there was a high degree of agreement among teachers, head teachers, and LGEA officials in response to item 11. The item endeavoures to find out whether most of the teachers are prepared to attend workshops in Zaria Metropolis. The result showed that 69% of teachers and 77% of LGEA officials agreed with the statement; while, 71% of head teachers disagreed with the idea. Item 12 asks whether workshops are organized by LGEA in relation to teachers work. It was discovered that 64% of teachers, 75% of head teachers and 77% of LGEA officials agreed with the statement. Also, item 13 tried to investigate whether the workshop use to be practical and every participant is engaged. The responses disclosed that 71% of teachers, 79% of head teachers and 71% of LGEA officials agreed with the statement. While, item 14 attempts to find out whether workshops are organized from time to time in Zaria metropolis. The result showed that 73% of teachers, 75% of head teachers and 80% of LGEA officials agreed with the statement. The responses indicated that workshops for teachers were regular and properly organize in Zaria metropolis, in Kaduna state. This is an encouragement to Zaria local government and Kaduna state government at large.

Further more; item 15 investigates whether resource persons are used to be LGEA officials who specialized in various subject. It was discovered that 75% of teachers, 96% of head teachers and 63% of LGEA officials agreed with the statement respectively. Item 16 asked whether Priorities are given to science teachers when sending teachers to workshop in Zaria metropolis, the result showed that 59% of teachers, 50% of head teachers and 54% of LGEA officials agreed with the statement. Item 17 attempts to find out whether most of the times workshop are done in rush. It was discovered that only 67% of teachers, 71% of head teachers agreed with the statement. While, 63% of LGEA

officials disagreed with the idea. In addition, item 18 investigates whether no teacher above two years in service who has not attended a workshop. It was discovered that both 58% of teachers and 75% of head teachers disagreed with statement. Only 66% of LGEA officials disagreed with the statement. Item 19 further attempts to find out if workshop can only be meaningful when the right persons are involved as trainees; the responses showed that 77% of teachers, 79% of head teachers and 60% of LGEA officials agreed with the statement. And item 20 investigates whether enough allowances are paid to the teachers who attend workshop. The result revealed that 59% of teachers and 60% of LGEA officials agreed with the statement. While, 57% of head teachers disagreed with the idea. From the above responses, it could be discovered that most of the teachers satisfied with government's effort with regard to the conduct of workshops for teachers in Zaria metropolis, in Kaduna state.

4.3.3 Staff Development through Symposium in Primary Schools in Zaria Metropolis

This section covers item 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 21 asked if teachers learn innovative techniques for teaching various subject through attending symposium; Item 22 attempts to find out whether teachers moral is always high when they attend symposium on developmental activities; also, item 23 tried to investigate whether teachers in Primary schools adopt new changes learnt during symposiums; whereas, Item 24 attempts to find out whether symposium helps teacher to be more intelligent. Further more; item 25 investigates whether teachers in Zaria metropolis does not attend any symposium; hence, in item 26 opinion of respondents was asked whether Teachers do not have enough information to know how they will benefit from

symposium, Item 27 tries to confirm whether teachers have not been attending symposia regularly in Zaria metropolis; Item 28 further investigates whether Teachers attend symposia two times or more in a year. Item 29 also attempts to find out Symposia enhance teachers productivity. And item 30 investigated whether Symposia is free for teachers. Details of the responses by teachers, head teachers and LGEA officials were vividly explained in table 4.10.

Table 4.10: Opinions of Respondents on Symposium organized for Primary School Teachers in Zaria Metropolis.

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
21	Teachers learn innovative techniques for teaching various subject through attending symposium	Teacher	192	75	1	4	17	7	255	100
		Head Teacher	23	82	-	-	5	18	28	100
		LGEA official	21	82	--	-	6	17	35	100
22	Teachers moral is always high when they attend symposium on developmental activities	Teacher	212	83	8	3	35	14	255	100
		Head Teacher	22	79	-	-	6	21	28	100
		LGEA official	31	89	1	3	3	7	35	100
23	Teachers in Primary schools adopt new changes learnt during symposiums	Teacher	215	84	5	2	35	14	255	100
		Head Teacher	26	93	1	4	1	4	28	100
		LGEA official	31	89	-	-	1	3	35	100
24	Symposium helps teacher to be more intelligent	Teacher	186	73	10	4	59	23	255	100
		Head Teacher	25	89	1	4	2	7	28	100
		LGEA official	29	83	-	-	6	17	35	100
25	Teachers in Zaria metropolis does not attend any symposium	Teacher	123	48	124	49	8	3	255	100
		Head Teacher	11	39	-	-	17	61	28	100
		LGEA official	16	47	17	46	2	6	35	100
26	Teachers do not have enough information to know how they will benefit from symposium	Teacher	176	70	10	7	69	27	255	100
		Head Teacher	11	39	1	3	16	57	28	100
		LGEA official	16	46	3	9	16	46	35	100
27	Teachers have not been attending symposia regularly in Zaria metropolis	Teacher	161	63	9	4	85	33	255	100
		Head Teacher	17	61	2	7	9	32	28	100
		LGEA official	23	66	3	9	9	26	35	100
28	Teachers attend symposia two times or more in a year	Teacher	119	47	9	4	127	50	255	100
		Head Teacher	7	25	2	7	18	64	28	100
		LGEA official	11	43	3	9	21	60	35	100
29	Symposia enhance teachers productivity	Teacher	175	70	6	2	74	29	255	100
		Head Teacher	16	57	1	4	11	39	28	100
		LGEA official	24	69	4	11	7	20	35	100
30	Symposia is free for teachers	Teacher	148	58	3	1	104	41	255	100
		Head Teacher	8	29	1	4	19	68	28	100
		LGEA official	17	49	4	11	14	40	35	100

From table 4.10, there seems to be a consensus among teachers, head teachers and LGEA officials in response to item 21. The item asked if teachers learn innovative techniques for teaching various subject through attending symposium. It was discovered that 75% of teachers, 82% of head teachers and 82% of LGEA officials agreed with the statement respectively. Item 22 attempts to find out whether teachers moral is always high when they attend symposium on developmental activities. It was discovered that 83% of teachers, 79% of head teachers and 89% of LGEA officials agreed with the statement respectively. Also, item 23 tried to investigate whether teachers in Primary schools adopt new changes learnt during symposiums. The responses showed that 84% of teachers, 93% of head teachers and 89% of LGEA officials agreed with the statement. Whereas, Item 24 attempts to find out whether symposium helps teacher to be more intelligent; the result revealed that 73% of teachers, 89% of head teachers and 83% of LGEA officials agreed with the statement. By mere looking at the above responses, it was believe that most of the respondents are in the support of government effort on staff development programmes in Zaria metropolis, Kaduna state.

Further more; item 25 investigates whether teachers in Zaria metropolis does not attend any symposium. The discovered result indicated that 52% of teachers, 61% of head teachers and 53% of LGEA officials disagreed with the statement. Hence, in item 26, opinions of respondents were asked whether teachers do not have enough information to know how they will benefit from symposium. It was discovered that only 70% of teachers agreed with statement. While, 61% of head teachers and 54% of LGEA officials did not agree with the statement. Item 27 tries to confirm whether teachers have not been attending symposia regularly in Zaria metropolis. The responses showed that 63% of

teachers, 61% of head teachers and 66% of LGEA officials agreed with the statement. Item 28 further investigates whether teachers attend symposia two times or more in a year. The result revealed that all the 53% of teachers, 75% of head teachers and 57% of LGEA officials disagreed with the statement. Further more, item 29 attempts to find out whether symposia enhance teachers productivity. It was discovered that 70% of teachers, 57% of head teachers and 69% of LGEA officials agreed with the statement. At the end, item 30 investigated whether symposia is free for teachers in Zaria metropolis, in Kaduna state. It was found that only 58% of teachers agreed with the idea. While, 71% of head teachers and 51% of LGEA officials agreed with the statement respectively.

4.3.4 Staff Development through In-Service Training in Primary Schools in Zaria Metropolis

This section covers item 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether in-service training helps teacher to develop new method of teaching; Item 32 asked whether in-service makes teachers to be current in teaching; However, item 33 tries to investigate whether in-service makes teachers to develop positive attitude to teaching, Item 34 attempts to discover if teachers are only enjoying staff development programs when they go on service.

Item 35 further investigates if many a times teachers are left behind because they don't go for in service; likewise, item 36 asked the opinion of respondents on whether most of the teachers prepare training through full-time rather than sand witch and long vacation training; On item 37 respondents were asked whether teachers were released immediately they applied for in service. Nevertheless, item 38 further investigated whether most teachers go on study without permit. Item 39 asked the respondents if

opportunity has been created for teachers to attend in-service. Lastly, item 40 investigated whether Teachers in Zaria LGEA are always encouraged to go for in-service. Details of the responses by teachers, head teachers and LGEA officials were vividly explained in table 4.11.

Table 4.11: Opinions of Respondents on In-Service Training organized for Primary School Teachers in Zaria Metropolis

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
31	In-service training helps teacher to develop new method of teaching	Teacher	199	78	4	2	52	20	255	100
		Head Teacher	23	82	1	4	4	14	28	100
		LGEA official	31	89	1	3	3	9	35	100
32	In-service makes teachers to be current in teaching	Teacher	44	17	17	7	194	76	255	100
		Head Teacher	26	93	--	-	2	7	28	100
		LGEA official	33	94	-	-	2	6	35	100
33	In-service makes teachers to develop positive attitude to teaching	Teacher	207	81	6	2	42	16	255	100
		Head Teacher	26	93	-	-	2	7	28	100
		LGEA official	30	86	-	-	5	14	35	100
34	Teachers are only enjoying staff development programs when they go on service	Teacher	186	73	6	2	63	25	255	100
		Head Teacher	16	57	-	-	12	43	28	100
		LGEA official	26	74	2	6	7	20	35	100
35	Many a times teachers are left behind because they don't go for in service	Teacher	205	80	9	4	41	16	255	100
		Head Teacher	23	82	-	-	5	18	28	100
		LGEA official	24	67	2	6	9	26	35	100
36	Most of the teachers prepare training through full-time rather than sand witch and long vacation training.	Teacher	197	77	-	-	58	23	255	100
		Head Teacher	25	89	-	-	3	11	28	100
		LGEA official	23	66	-	-	12	34	35	100
37	Teachers were released immediately they applied for in service.	Teacher	125	49	12	5	118	46	255	100
		Head Teacher	5	17	-	-	23	82	28	100
		LGEA official	11	31	9	26	15	43	35	100
38	Most teachers go on study without permit	Teacher	128	50	3	12	124	49	255	100
		Head Teacher	11	39	-	-	17	61	28	100
		LGEA official	12	34	1	3	22	63	35	100
39	Opportunity has been created for teachers to attend in-service	Teacher	150	59	10	4	95	37	255	100
		Head Teacher	13	46	14	50	1	4	28	100
		LGEA official	12	34	4	11	19	54	35	100
40	Teachers in Zaria LGEA are always encouraged to go for in-service	Teacher	146	57	4	2	105	41	255	100
		Head Teacher	9	32	1	4	18	64	28	100
		LGEA official	18	51	1	3	16	46	35	100

From table 4.11, there seems to be a congruent in the opinion of teachers, principals and Ministry of Education officials in response to item 31. This section covers item 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether in-service training helps teacher to develop new method of teaching. It was discovered that 78% of teachers, 82% of head teachers and 89% of LGEA officials agreed with the statement; Item 32 asked whether in-service makes teachers to be current in teaching. According to the responses, 93% of head teachers and 94% of head teachers agreed with the idea. Thus, 83% of LGEA officials disagreed with the statement. From the responses, it was found that most of the respondents have full satisfaction with government's effort on staff development programmes through in-service training in Zaria metropolis, Kaduna state.

However, item 33 tries to investigate whether in-service makes teachers to develop positive attitude to teaching. The result revealed that 81% of teachers, 93% of head teachers and 86% of LGEA officials agreed with the statement respectively. Item 34 attempts to discover if teachers are only enjoying staff development programs when they go on service. Item 35 further investigates if many a times teachers are left behind because they don't go for in service. The result revealed that 80% of teachers, 82% of head teachers and 67% of LGEA officials agreed with the statement. Likewise, item 36 asked the opinion of respondents on whether most of the teachers prepare training through full-time rather than sand witch and long vacation training. The result revealed that 77% of teachers, 89% of head teachers and 66% of LGEA officials agreed with the statement respectively. With regard to the above responses, it was believed that most of

the respondents were not satisfied with the government commitments on teachers' development through in-service training in Zaria Metropolis, Kaduna state.

On item 37, respondents were asked whether teachers were released immediately they applied for in service. The responses revealed that all the 51% of teachers, 83% of head teachers and 69% of LGEA officials disagreed with the statement. Nevertheless, item 38 further investigated whether most teachers go on study without permit. The result revealed that only 50% of teachers agreed with the idea. 61% of head teachers and 66% of LGEA officials disagreed with the statement. Item 39 asked the respondents if opportunity has been created for teachers to attend in-service. Thus, only 59% of teachers agreed with the statement, while, 54% of head teachers and 64% of LGEA officials agreed with the statement were not agreed with idea. Lastly, item 40 investigated whether teachers in Zaria LGEA are always encouraged to go for in-service. The result showed that only 57% of teachers and 51% of LGEA officials agreed with the statement. While, 68% of head teachers did not agree with the idea respectively. The above responses indicated that most of the respondents also did not satisfy with the government commitments on teachers' development through in-service training in Zaria Metropolis, Kaduna state.

4.3.5 Staff Development through Orientation in Primary Schools in Zaria Metropolis

This section contained item 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 41 investigates whether teachers in Zaria metropolis are given orientation from time to time. Item 42 asked if Zaria LGEA organize orientation for teachers regularly. Item 43 tried to

investigate whether lack of orientation can lead to inefficiency on the part of the teachers. Whereas, item 44 attempts to find out if orientation makes teachers to know what to do.

Item 45 further investigates whether there is need for orientation so as to meet present challenges. in item 46, opinions of respondents were asked whether orientation gives teachers courage in their work. Item 47 tries to confirm whether through orientation teachers have mutual understanding with their administrators. Nevertheless, item 48 investigates whether orientation is given to both new and those teachers already in the service. Item 49 further asked if orientation improves teachers' administrators' relationship. Finally, item 50 intended to ask Teachers enjoy teaching when they are given orientation. Details of the responses by teachers, head teachers and LGEA officials were vividly explained in table 4.12.

Table 4.12: Opinions of Respondents on Orientation organized for Primary Schools Teachers in Zaria Metropolis

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
41	Teachers in Zaria metropolis are given orientation from time to time	Teacher	182	72	-	-	73	29	255	100
		Head Teacher	19	68	-	-	9	32	28	100
		LGEA official	24	69	-	-	11	31	35	100
42	Zaria LGEA organize orientation for teachers regularly	Teacher	165	65	6	2	84	33	255	100
		Head Teacher	16	57	-	-	12	43	28	100
		LGEA official	15	43	1	3	19	54	35	100
43	Lack of orientation can lead to inefficiency on the part of the teachers.	Teacher	214	84	2	8	39	15	255	100
		Head Teacher	19	68	-	-	9	32	28	100
		LGEA official	24	69	-	-	11	31	35	100
44	Orientation makes teachers to know what to do	Teacher	216	85	4	2	35	14	255	100
		Head Teacher	16	57	-	-	12	43	28	100
		LGEA official	15	43	1	3	19	54	35	100
45	There is need for orientation so as to meet present challenges	Teacher	215	84	10	4	30	12	255	100
		Head Teacher	25	89	-	-	3	11	28	100
		LGEA official	32	91	1	3	2	6	35	100
46	Orientation gives teachers courage in their work	Teacher	225	88	-	-	30	12	255	100
		Head Teacher	27	96	-	-	1	4	28	100
		LGEA official	33	94	1	3	1	3	35	100
47	Through orientation teachers have mutual understanding with their administrators.	Teacher	220	86	2	8	33	13	255	100
		Head Teacher	26	93	-	-	2	7	28	100
		LGEA official	27	77	1	3	7	20	35	100
48	Orientation is given to both new and those teachers already in the service.	Teacher	166	65	85	33	4	2	255	100
		Head Teacher	22	79	-	-	6	21	28	100
		LGEA official	31	89	-	-	4	11	35	100
49	Orientation improves teachers' administrators' relationship.	Teacher	214	84	1	4	40	16	255	100
		Head Teacher	27	96	-	-	1	4	28	100
		LGEA official	32	91	-	-	3	9	35	100
50	Teachers enjoy teaching when they are given orientation.	Teacher	214	84	6	2	35	14	255	100
		Head Teacher	28	100	-	-	-	-	28	100
		LGEA official	30	86	1	3	4	11	35	100

From table 4.12, there seems to be consensus among teachers, principals and Ministry of Education officials in response to item 41. Item 41 investigates whether teachers in Zaria metropolis are given orientation from time to time. It was discovered that 72% of teachers, 68% of head teachers and 69% of LGEA officials agreed with the statement respectively. Item 42 asked if Zaria LGEA organize orientation for teachers regularly. The result showed that only 65% of teachers and 57% of head teachers agreed with the idea. Whereby, 53% of LGEA officials did not satisfied with the statement. Item 43 tried to investigate whether lack of orientation can lead to inefficiency on the part of the teachers. According to the responses, 84% of teachers, 68% of head teachers and 69% of LGEA officials satisfied with the statement. Whereas, item 44 attempts to find out if orientation makes teachers to know what to do. The responses of this item revealed that 85% of teachers and 57% of head teachers agreed with the idea. While, 57% of LGEA officials did not satisfied with the statement. These mean that most of the respondents agreed with government effort on teachers' orientation in primary schools in Zaria metropolis.

On item 45, opinions of respondents were asked whether there is need for orientation so as to meet present challenges. The revealed responses indicated that, 84% of teachers, 89% of head teachers and 91% of LGEA officials agreed with the statement. In item 46, opinions of respondents were also asked whether orientation gives teachers courage in their work. According to the responses, 88% of teachers, 96% of head teachers and 94% of LGEA officials satisfied with the statement. Item 47 tries to confirm whether through orientation teachers have mutual understanding with their administrators. The responses showed that 86% of teachers, 93% of head teachers and 77% of LGEA

officials supported with the statement. These mean that most of the respondents agreed with government effort on teachers' orientation in primary school in Zaria metropolis.

Nevertheless, item 48 investigates whether orientation is given to both new and those teachers already in the service. According to the responses, 65% of teachers, 79% of head teachers and 89% of LGEA officials satisfied with the statement. Item 49 further asked if orientation improves teachers' administrators' relationship. The discovered responses stressed that 84% of teachers, 96% of head teachers and 91% of LGEA officials satisfied with the statement. Finally, item 50 intended to ask Teachers enjoy teaching when they are given orientation. From the result, it was discovered that 84% of teachers, 100% of head teachers and 86% of LGEA officials satisfied with the statement. From the responses, it was believed by most of the respondents that government is doing best on staff development programmes through regular orientation in Zaria metropolis, Kaduna state.

4.3.6 Staff Development through Mentoring in Primary Schools in Zaria Metropolis

This section contained item 51 to 60 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 51 investigates whether primary school teachers in Zaria metropolis lack mentoring. Item 52 asked if experience teachers need to serve as mentors to new teachers. Item 53 tried to investigate whether teachers can perform effectively if there is mentoring. Whereas, Item 54 attempts to find out if teachers in Zaria metropolis enjoy teaching when there is proper guidance. Item 55 further investigates whether mentoring is organized promptly in Zaria LGEA.

In item 56, opinions of respondents were asked if mentoring is organized for teachers to promote communication and understanding among teachers; then, item 57 tries to confirm whether mentoring helps new teacher to know about their job. Nevertheless, item 58 investigates whether new teachers enjoys mentoring in Zaria metropolis. Item 59 further asked if mentoring are often organized for new teachers in Zaria LGEA. Finally, item 60 intended to ask if mentoring helps teachers who hardly ask for help or consult specialist. Details of the responses by teachers, head teachers and LGEA officials were vividly explained in table 4.13.

Table 4.13: Opinions of Respondents on Mentoring organized for Primary Schools Teaachers in Zaria Metropolis

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
51	Primary school teachers in Zaria metropolis lack mentoring	Teacher	178	70	3	1	79	29	255	100
		Head Teacher	23	82	1	4	2	7	28	100
		LGEA official	26	66	4	11	8	23	35	100
52	Experience teachers need to serve as mentors to new teachers	Teacher	211	83	1	4	43	17	255	100
		Head Teacher	25	89	1	4	2	7	28	100
		LGEA official	30	86	1	3	4	11	35	100
53	Teachers can perform effectively if there is mentoring	Teacher	206	81	7	16	42	16	255	100
		Head Teacher	27	96	-	-	1	4	28	100
		LGEA official	33	94	-	-	2	6	35	100
54	Teachers in Zaria metropolis enjoy teaching when there is proper guidance	Teacher	222	87	5	2	28	11	255	100
		Head Teacher	26	93	1	4	1	4	28	100
		LGEA official	32	91	1	3	2	6	35	100
55	Mentoring is Organized promptly in Zaria LGEA	Teacher	145	57	13	5	97	38	255	100
		Head Teacher	16	57	1	4	11	39	28	100
		LGEA official	17	49	1	3	17	49	35	100
56	Mentoring is organized for teachers to promote communication and understanding among teachers	Teacher	178	70	6	2	71	28	255	100
		Head Teacher	16	57	1	4	11	39	28	100
		LGEA official	29	83	-	-	6	14	35	100
57	Mentoring helps new teacher to know about their job	Teacher	212	83	3	1	45	18	255	100
		Head Teacher	25	89	-	-	3	11	28	100
		LGEA official	31	89	-	-	4	11	35	100
58	New teachers enjoys mentoring	Teacher	205	80	3	1	45	18	255	100
		Head Teacher	25	89	-	-	3	11	28	100
		LGEA official	28	80	-	-	7	20	35	100
59	Mentoring are often organized for new teachers in Zaria LGEA	Teacher	153	60	5	2	97	38	255	100
		Head Teacher	17	61	-	-	3	11	28	100
		LGEA official	22	63	1	3	12	34	35	100
60	Mentoring helps teachers who hardly ask for help or consult specialist	Teacher	192	75	7	3	56	22	255	100
		Head Teacher	20	71	-	-	8	29	28	100
		LGEA official	33	94	-	-	2	6	35	100

From table 4.13, there seems to be consensus among teachers, principals and Ministry of Education officials in response to item 51. Item 51 investigates whether primary school teachers in Zaria metropolis lack mentoring. According to the responses, 70% of teachers, 82% of head teachers and 66% of LGEA officials agreed with the statement. Item 52 asked if experience teachers need to serve as mentors to new teachers. The discovered result stressed that 83% of teachers, 89% of head teachers and 86% of LGEA officials satisfied with the statement. In respect of item 53, it was investigated whether teachers can perform effectively if there is mentoring. The responses disclosed that, 81% of teachers, 96% of head teachers and 94% of LGEA officials supported the statement. Whereas, Item 54 attempts to find out if teachers in Zaria metropolis enjoy teaching when there is proper guidance. According to the responses, 87% of teachers, 93% of head teachers and 91% of LGEA officials satisfied with the statement. Item 55 further investigates whether mentoring is organized promptly in Zaria LGEA. The responses discovered examined that both 57% of teachers and 57% of head teachers agreed with the idea. While, 51% of LGEA officials did not satisfied with the statement respectively. These positive results given by teachers should be a progressive mobilization to the Zaria LGEA to double their effort on mentoring of teachers in Zaria metropolis, Kaduna state.

In item 56, opinions of respondents were asked if mentoring is organized for teachers to promote communication and understanding among teachers; the analyzed result showed that, 70% of teachers, 57% of head teachers and 83% of LGEA officials satisfied with the statement. Item 57 tries to confirm whether mentoring helps new teacher to know about their job. It was revealed that 83% of teachers, 89% of head

teachers and 89% of LGEA officials supported the statement. Nevertheless, item 58 investigates whether new teachers enjoys mentoring in Zaria metropolis. The responses indicated that 80% of teachers, 89% of head teachers and 80% of LGEA officials agreed with the statement. Item 59 further asked if mentoring are often organized for new teachers in Zaria LGEA. According to the responses, 60% of teachers, 63% of head teachers and 61% of LGEA officials agreed with the statement. Finally, item 60 intended to ask if mentoring helps teachers who hardly ask for help or consult specialist. The computed resulted showed that, 75% of teachers, 71% of head teachers and 94% of LGEA officials satisfied with the statement. This means that most of the respondents were satisfied with the staff development programmes through mentoring of primary school teachers in Zaria metropolis, Kaduna state. Therefore, the government should consider this as encouragement.

4.4 Hypotheses Testing

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) was used in the analysis of the data at 0.05 significant level. Six hypotheses were formulated and tested. Hypothesis was retained when the probability value is more than 0.05 significant level. While, hypothesis was rejected when the probability value is lower than the level of significance. These hypotheses are based on the data collected from items related to examine conferences organized for teachers in Primary Schools in Zaria metropolis; determine workshops organized for teachers in Primary schools in Zaria metropolis; examine orientation organized for teachers in Primary schools in Zaria metropolis; examine symposium organized for teachers in Primary schools in Zaria

metropolis; determine the in-service training organized for teachers in Primary schools in Zaria metropolis; determine mentoring organized for teachers in Primary schools in Zaria metropolis.

Hypothesis 1

There is no significant difference in the opinions of teachers, head teacher and LGEA officials on conference organized for Primary school teachers in Zaria metropolis. The data collected in respect of items 1-10 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the staff development programmes through conference organized for Primary school teachers in Zaria metropolis. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.14:

Table 4.14: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of Teachers, Head-Teachers and LGEA Officials on Staff Development Programmes through Conference Organized for Primary School Teachers in Zaria Metropolis, Kaduna State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	343.210	2	171.605	6.615	.002	10.13
Within Groups	8171.460	315	25.941			
Total	**8514.670**	**317**				

From table 4.14, the result of the test revealed that the f-ratio value (6.615) at 2 df 315 and at the level 0.05; the critical value (10.13) is greater than f-ratio values (6.615),

The observed probability level of significance P(.002) is lower than .0.05. This means there is a significant difference in the opinions of teachers, head teacher and LGEA officials on staff development programmes through conferences. Therefore, the null hypothesis is rejected.

Hypothesis 2

There is no significant difference in the opinions of teachers, head teacher and LGEA officials on workshops organized for Primary school teachers in Zaria metropolis. The data collected in respect of items 11-20 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the staff development programmes through workshops organized for Primary school teachers in Zaria metropolis. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.15:

Table 4.15: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of Teachers, Head-Teachers and LGEA Officials on Staff Development Programmes through Workshops Organized for Primary School Teachers in Zaria Metropolis, Kaduna State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	49.289	2	24.645	2.154	.118	10.13
Within Groups	3603.594	315	11.440			
Total	**3651.884**	**317**				

From table 4.15, the result of the test revealed that the f-ratio value (2.154) at 2 df 315 and at the level 0.05; the critical value (10.13) is greater than f-ratio values (2.154), The observed probability level of significance P(.118) is greater than .0.05. This means there is no significant difference in the opinions of teachers, head teacher and LGEA officials on staff development programmes through workshops. Therefore, the null hypothesis is retained.

Hypothesis 3

There is no significant difference in the opinions of teachers, head teacher and LGEA officials on symposium organized for Primary school teachers in Zaria metropolis. The data collected in respect of items 21-30 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the staff development programmes through symposium organized for Primary school teachers in Zaria metropolis. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.16:

Table 4.16: Summary of Analysis of Variance on there is no Significant Difference in the Opinions of Teachers, Head-Teachers and LGEA Officials on Staff Development Programmes through Symposium Organized for Primary School Teachers in Zaria Metropolis, Kaduna State

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	62.780	2	31.390	2.866	.058	10.13
Within Groups	3449.928	315	10.952			
Total	**3512.708**	**317**				

From table 4.16, the result of the test revealed that the f-ratio value (2.886) at 2 df 315 and at the level 0.05; the critical value (10.13) is greater than f-ratio values (2.886), The observed probability level of significance P(.058) is greater than .0.05. This means there is a significant difference in the opinions of teachers, head teacher and LGEA officials on staff development programmes through symposium. Therefore, the null hypothesis is retained.

Hypothesis 4

There is no significant difference in the opinions of teachers, head-teachers and LGEA officials on in-service training in primary schools in Zaria Metropolis in Kaduna state. The data collected in respect of items 31-40 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the staff development programmes through in-service training in primary schools in Zaria Metropolis. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.17:

Table 4.17: Summary of Analysis of Variance on there is no Significant Difference between the Opinions of Teachers, Head-Teachers and LGEA Officials on Staff Development Programmes through In-service Training in Primary Schools in Zaria Metropolis in Kaduna state

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	178.251	2	89.125	7.035	.001	10.13
Within Groups	3990.542	315	12.668			
Total	**4168.782**	**317**				

From table 4.17, the result of the test revealed that the f-ratio value (7.035) at 2df 315 and at the level 0.05; the critical value (10.13) is less than f-ratio values (7.035), The observed probability level of significance P(.001) is less than .0.05. This means that there is a significant difference in the opinions of teachers, head-teachers and LGEA officials on staff development programmes through in-service training in primary schools in Zaria Metropolis in Kaduna state. Therefore, the null hypothesis is rejected.

Hypothesis 5

There is no significant difference in the opinions of teachers, head-teachers and LGEA officials on orientation in primary schools in Zaria Metropolis in Kaduna state. The data collected in respect of items 41-50 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the staff development programmes through orientation in primary schools in Zaria Metropolis. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.18:

Table 4.18: Summary of Analysis of Variance on there is no Significant Difference between the Opinions of Teachers, Head-Teachers and LGEA Officials on Staff Development Programmes through Orientation in Primary Schools in Zaria Metropolis in Kaduna state

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	21.049	2	10.525	.695	.500	10.13
Within Groups	4769.089	315	15.140			
Total	**4790.138**	**317**				

From table 4.18, the result of the test revealed that the f-ratio value (.695) at 2df 315 and at the level 0.05; the critical value (10.13) is less than f-ratio values (.695), The observed probability level of significance P(.500) is greater than .0.05. This means that there is no significant difference in the opinions of teachers, head-teachers and LGEA officials on staff development programmes through orientation in primary schools in Zaria Metropolis in Kaduna state. Therefore, the null hypothesis is retained.

Hypothesis 6

There is no significant difference in the opinions of teachers, head-teachers and LGEA officials on mentoring in primary schools in Zaria Metropolis in Kaduna state. The data collected in respect of items 51-60 in the questionnaire were used to analyze the level of consensus in the opinions pertaining the staff development programmes through mentoring in primary schools in Zaria Metropolis. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of ANOVA to record the differences or otherwise of the responses. The results of the test are presented in table 4.19:

Table 4.19: Summary of Analysis of Variance on there is no Significant Difference between the Opinions of Teachers, Head-Teachers and LGEA Officials on Staff Development Programmes through Mentoring in Primary Schools in Zaria Metropolis in Kaduna state

Variable	Sum of squares	Df	Mean square	F	Prob.	Critical value
Between Groups	21.049	2	10.525	.695	.0664	10.13
Within Groups	4769.089	315	15.140			
Total	**4790.138**	**317**				

From table 4.19, the result of the test revealed that the f-ratio value (.695) at 2df 315 and at the level 0.05; the critical value (10.13) is greater than f-ratio values (.695). The observed probability level of significance P(.664) is greater than .0.05. This means that there is no significant difference in the opinions of teachers, head-teachers and LGEA officials on staff development programmes through mentoring in primary schools in Zaria Metropolis in Kaduna state. Therefore, the null hypothesis is retained. Table 4.20 in on summary of hypotheses testing:

Table 4.20: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Test	Results	Level of Significance	Conclusion
1.	There is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through conferences in primary schools in Zaria metropolis, Kaduna state.	ANOVA	Prob. value is .002	0.05	The hypothesis was rejected meaning that; there is a significant difference in the opinions of respondents.
2.	There is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through workshops in primary schools in Zaria metropolis, Kaduna state.	ANOVA	Prob. value is .118	0.05	The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.
3.	There is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through symposiums in primary schools in Zaria metropolis, Kaduna state.	ANOVA	Prob. value is .058	0.05	The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.
4.	There is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through in-service training in primary schools in Zaria metropolis, Kaduna state.	ANOVA	Prob. value is .001	0.05	The hypothesis was rejected meaning that; there is a significant difference in the opinions of respondents.
5.	There is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through mentoring in primary schools in Zaria metropolis, Kaduna state.	ANOVA	Prob. value is .500	0.05	The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.
6.	There is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through orientation in primary schools in Zaria metropolis, Kaduna state.	ANOVA	Prob. value is .664		The hypothesis was retained meaning that; there is no significant difference in the opinions of respondents.

From table 4.23, it was discovered hypothesis 2, 3, 5 and 6 were retained. While, hypothesis 1 and 4 were rejected. to mean that:

1. Hypothesis I was rejected to mean that; there is a significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through conferences in primary schools in Zaria metropolis, Kaduna state.
2. Hypothesis II was retained to mean that; there is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through workshops in primary schools in Zaria metropolis, Kaduna state.
3. Hypothesis III was retained to mean that; there is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through symposiums in primary schools in Zaria metropolis, Kaduna state.
4. Hypothesis IV was rejected to mean that; there is a significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through in-service training in primary schools in Zaria metropolis, Kaduna state.
5. Hypothesis V was retained to mean that; there is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through mentoring in primary schools in Zaria metropolis, Kaduna state.

6. Hypothesis VI was retained to mean that; there is no significant difference between the opinion of teachers, head teachers and LGEA officials on staff development programmes through orientation in primary schools in Zaria metropolis, Kaduna state.

4.5 Summary of Major Findings

The following findings were discovered in the study:

1. There was regular conduct of conferences for primary schools teachers in Zaria metropolis, Kaduna state.
2. There was regular organization of workshops for primary schools teachers in Zaria metropolis, Kaduna state.
3. There was no regular organization of symposia for primary schools teachers in Zaria metropolis, Kaduna state.
4. There was no regular in-service training programmes for primary schools teachers in Zaria metropolis, Kaduna state.
5. There was regular conduct of orientation for primary schools teachers in Zaria metropolis, Kaduna state.
6. There was regular conduct of mentoring for primary schools teachers in Zaria metropolis, Kaduna state.

4.6 Discussions of the Findings

Based on the respondents' opinions on the study, there was unanimous agreement in the opinions of respondents that primary school teachers in Zaria metropolis attend regular educational conferences, teachers present papers during conferences and make positive contributions within and outside the local government level. Most of them

believed that conferences help in promoting teachers productivity and service delivery. They also agreed that Zaria LGEA sponsors teachers to attend several conferences so as to ensure regular staff development and productivity in Zaria metropolis, Kaduna state. Further more; most of the responses showed that quality of teachers depends on regular conduct of staff development programmes through various educational conferences. This commensurate with the view of Ukeje (1975) who stated that "the professionally trained, competent, committed and well motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its goals and national deployment".

Also, Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized it strength for conveying a message to a large audience, while seeking opportunity to hear and comment on view of recognized authorities. Thus conferences provide tentative answers to critical questions. Seminar; According to Altalib (1993) "A seminar is a topic oriented event designed to educate and inform an audience about a broad subject of interest". The programme of a seminar usually consists of series of lectures and lectures that will form a panel of discussion on topics within the seminars main theme sometimes parallel workshop discussions in small group may be included. When organizing seminars, picking a subject and it major component topics should be the first stage next are lectures and panelists who are qualified and available to speak on the topic. A seminar is part of a retraining exercise to update the teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject.

However, most of the respondents are of the view that, there were regular conducts of staff development programmes through workshops organized for teachers and other educational administrators, many teachers are prepared to attend workshops; and the workshop use to be practical and every participant is engaged, also workshops are organized from time to time in Zaria metropolis, Kaduna state. They also agreed that resource persons are used to be LGEA officials who specialized in various subject even though, priorities are given to science teachers when sending teachers to workshop in the local government. A workshop is a gathering like working meeting where the participants are actively involved. The main aim is to acquire new knowledge that relates to the work of the participants. They identify, needed changes in behaviour, learn new skill and practice behaviour and skills in stimulated work environment "An effective workshop is built around what is practiced and relevant from the learners perspective it is specific and focused on it subject matter Attalib (1993). Workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills.

They also agreed that no teacher above two years in-service who has not attended a workshop with the metropolis. Most of them believed that through workshops teachers acquire knowledge, skills for effective teaching and learning process. Ukeje (1975) lamented that "the professionally trained, competent, committed and well motivated teachers are the central factor in effective management and implementation of the educational programmes toward the attainment of its goals and national deployment". Therefore, workshop can only be meaningful when the right persons are involved as trainees and if enough allowances are paid to the teachers who attend workshop accordingly.

In-service programs are important particularly in the context of the reforms in teaching and learning that are been introduced in many countries for instance, the shift from promoting note forms of learning based on memorization of facts to facilitating more-active forms of learning emphasizing critical, analytical and problem solving skill can be successful only if all teachers, regardless of the nature of their initial pre service preparation, understand and haven the knowledge and skills to implement new practices in the classroom (Ginsburg, 2010). In-Service program help teachers acquire or deepen their knowledge about the subject matter content, teaching skills and assessment methods required to implement an existing or a new curriculum as well as assist them in working effectively with parents and other community members.

On the other hand, the respondents unanimously agreed that there was no regular staff development programmes through symposiums in primary schools in Zaria metropolis, Kaduna state. There was neither introduction of innovative techniques for teaching various subject through attending symposium nor improvement of teachers moral through regular symposiums on staff development. Nevertheless, they believed symposium helps teacher to be more intelligent, skills and competent; but still teachers do not have enough information to know how they will benefit from symposium.

The discovered responses served as a challenge to the government to provide means of teachers' mobilization by adequate financial allocation for various staff developmental activities through symposiums so as to achieve maximum educational outcome in primary schools in Zaria metropolis. From the above discussion, it was deduced that there is a problem concerning staff development programmes through symposiums in Zaria metropolis. This means that, the government should improve

teachers' competence and productivity through regular conducts of symposium in Zaria metropolis, in Kaduna state.

Additionally, the respondents unanimously agreed that there was no regular staff development programmes through in-service training in primary schools in Zaria metropolis, Kaduna state. Even though they held that in-service training helps teacher to improve teaching and learning process; thus, most of them agreed that many times teachers are left behind because they do not enjoy regular in-service training. Most of the respondents are of the view that teachers are not regularly prepared for training through full-time or even sand witch and long vacation training. They also blamed the authority concerned that teachers were not released as when due if they applied for in-service training. Therefore, these responses should energize the government to double their efforts on regular staff development programmes through in-service training in primary schools in Zaria Metropolis, Kaduna state.

Nevertheless, the respondents shared a view on there was regular staff development programmes through regular orientation for primary school teachers in Zaria metropolis, Kaduna state. Most of the respondents agreed that teachers are provided with regular orientation from time to time. They held that orientation gives teachers courage in their work and through orientation teachers have mutual understanding with their administrators. They were agreed that orientation is given to both new and those teachers already in the service.

There were sharing of views on there was regular staff development programmes through mentoring for primary school teachers in Zaria metropolis, Kaduna state. Most of the respondents agreed that due to regular mentoring for primary schools teachers,

experienced teachers served as mentors to new teachers. Whereas, teachers in Zaria metropolis enjoy teaching when there is proper guidance and counseling in Zaria metropolis, in Kaduna state. It was believed by the respondents that mentoring is organized for teachers to promote communication and understanding among teachers. Thus, mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experience individual known as a mentor. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria 2003). There is much refining of the definition in the recent literature on mentoring According to Zachary (2002), mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is state that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study embarked on the Evaluation of Staff Development Programmes for Teachers in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria. In view of this, the study stressed background to the study, statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions, significance of the study and scope of the study. Several related literatures were reviewed in line with formulated objectives of the study. The literatures were sourced from books, journals, magazines internets etc. The review presented the conceptual framework which consists the meaning of evaluation, staff development, training of staff, types of training, etc.

The study further reviewed the literatures concerning the objectives of the study, which centered on the extent of organization of conferences, workshops, orientation, symposium, in-service training and mentoring for primary school teachers in Zaria Metropolis, Kaduna State.

Regarding the research methodology, the study presented research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, methods of data collection and analysis of the collected data from the respondents. The study also presented, analyzed and discussed the data collected from the respondents based on the topic under study

using frequency tables and simple percentages in order to measure the significant difference or relationship among the variables of the study.

Thus, Analysis of Variance Statistical technique was used in testing the hypotheses of the study; where by all the six of them were retained. Structured questionnaire was administered on three groups of respondents i.e. the teachers' head teachers and LGEA officials from the sampled area of the study. The collected data was statistically analyzed through which the findings showed that; There was regular staff development programme through conferences, workshops, orientation and mentoring for primary schools teachers in Zaria metropolis, Kaduna state. Also, there was no regular staff development programme through in-service training and symposiums for primary schools teachers in Zaria metropolis, Kaduna state.

5.2 Conclusions

The research embarked on the Evaluation of Staff Development Programme for Teachers in Primary Schools in Zaria Metropolis, Kaduna State-Nigeria. Based on the issued raised and the findings, the following conclusions were drawn:

1. There was regular conduct of conferences for primary schools teachers in Zaria metropolis, Kaduna state.
2. There was regular organization of workshops for primary schools teachers in Zaria metropolis, Kaduna state.
3. There was no regular organization of symposia for primary schools teachers in Zaria metropolis, Kaduna state.
4. There were no regular in-service training programmes for primary schools teachers in Zaria metropolis, Kaduna state.

5. There was regular conduct of orientation for primary schools teachers in Zaria metropolis, Kaduna state.
6. There was regular conduct of mentoring for primary schools teachers in Zaria metropolis, Kaduna state.

5.3 Recommendations

In line with the research findings and conclusions; the following recommendations were made:

1. It is stated that no education can rise above the quality of its teacher; in line with, the study recommended that the government and other related authority should regularize the conducts of educational conferences for primary schools teachers in Zaria metropolis, Kaduna state. This no doubt will improve teachers' skills, productivity and service delivery, so as to achieve desired educational objectives.
2. In respect of workshops and seminars for teachers, it is recommended that government should allocate adequate funds for regular conducts of staff development programmes through workshops and seminars for primary schools teachers in Zaria metropolis, Kaduna state.
3. In order to achieve minimum educational standard from the grassroots level, the study recommended that, there should be the need for improving teachers' capacity through several symposiums activities etc. at all primary institutions of learning in Zaria metropolis, Kaduna state.
4. The conclusion showed that there was existing problem concerning in-service training for quality education. Therefore, the study recommended that government

should allocate adequate funds for regular staff development programme through in-service training for primary schools teachers in Zaria metropolis, Kaduna state.

5. Even though, the findings of the study showed that most of the respondents satisfied with educational orientation programmes. Thus, the study still recommended that various orientation programmes should be created for the motivation and development of primary schools teachers in Zaria metropolis, Kaduna state.
6. Finally, the study further recommended that guidance and counseling services as well as effective communication etc. should be developed in the schools in order to improve teachers' morale and productivity through mentoring for primary schools teachers in Zaria metropolis, Kaduna state.

5.4 Suggestions for Further Studies

In view of the findings and conclusions of the study, the following recommendations for further research are hereby put in place:

1. There is still a problem on curriculum implantation and service delivery at primary schools level; in respect of this, additional conducts of researches are recommended to find out the roles of teachers on the achievement of educational objectives in Kaduna state, Nigeria.
2. Another research was suggested to carryout on the impact of staff development programmes on the students' academic performance in primary schools in Kaduna state, Nigeria.

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APPENDIX "A"

A QUESTIONNAIRE ON EVALUATION OF STAFF DEVELOPMENT PROGRAMME FOR TEACHERS IN PRIMARY SCHOOLS IN ZARIA METROPOLIS, KADUNA STATE

Department of Education,
Faculty of Education,
Ahmadu Bello University,
Zaria.
Date: 20th October, 2014.

Dear Respondents,

This study is focused on the "evaluation of staff development programme for teachers in Primary schools in Zaria metropolis, Kaduna State". The variables that are considered in this research are workshops, conferences, symposiums in-service training, mentoring and orientation.

Your cooperation will be highly appreciated towards the fulfillment of this objective. Please kindly provide the required information. All information given will be treated confidential. Thank you in anticipation of your positive response.

Yours Sincerely

Maimunatu Abdullahi

SECTION "A" PERSONAL DATA:

Tick as appropriate please [✓]

Status:	Teacher ( )	Educational Administrator ( )		
Gender:	Male ( )	Female ( )		
Age:	30-35 ( )	35-45 ( )	45 and above ( )	
Marital Status:	Married ( )	Single ( )		
Qualifications:	PhD ( )	M.Ed ( )	B.Ed ( )	NCE ( )
	Others (Specify)……			
Years of Experience:	1-10 ( )	10-20 ( )	20-30 ( )	30-35 ( )

SECTION B: Staff Development through Conferences in Primary Schools in Zaria Metropolis

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Primary school teachers in Zaria metropolis attend conferences occasionally in my school.					
2	Teachers present papers during conferences and make positive contributions in my school.					
3	The conferences help in promoting teachers productivity in my school					
4	Teachers benefit a lot from the conference.					
5	Teachers from Zaria metropolis attend conferences outside the Local Government.					
6	Many at times conferences have not been organized due to inadequate funding					
7	Teachers can stay for two years without attending conference					
8	Zaria LGEA sponsor teachers to attend conference					
9	Beneficiaries of a conference, are required to train their colleagues.					
10	Teachers enjoy attending conferences					

SECTION C: Staff Development through Workshops in Primary Schools in Zaria Metropolis.

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	Most of the teachers are prepared to attend workshops					
12	Workshops are organized by LGEA in relation to teachers work					
13	The workshop use to be practical and every participant is engaged.					
14	Workshops are organized from time to time					
15	Resource persons are used to be LGEA officials who specialized in various subject					
16	Priorities are given to science teachers when sending teachers to workshop in Zaria metropolis					
17	Most of the times workshop are done in rush					
18	No teacher above two years in service who has not attended a workshop					
19	Workshop can only be meaningful when the right persons are involved as trainees					
20	Enough allowances are paid to the teachers who attend workshop					

SECTION D: Staff Development through Symposium in Primary Schools in Zaria Metropolis.

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	Teachers learn innovative techniques for teaching various subject through attending symposium					
22	Teachers moral is always high when they attend symposium on developmental activities					
23	Teachers in Primary schools adopt new changes learnt during symposiums					
24	Symposium helps teacher to be more intelligent					
25	Teachers in Zaria metropolis does not attend any symposium					
26	Teachers do not have enough information to know how they will benefit from symposium					
27	Teachers have not been attending symposia regularly in Zaria metropolis					
28	Teachers attend symposia two times or more in a year					
29	Symposia enhance teachers productivity					
30	Symposia is free for teachers					

SECTION E: Staff Development through In-Service Training in Primary Schools in Zaria Metropolis

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	In-service training helps teacher to develop new method of teaching					
32	In-service makes teachers to be current in teaching					
33	In-service makes teachers to develop positive attitude to teaching					
34	Teachers are only enjoying staff development programs when they go on service					
35	Many a times teachers are left behind because they don't go for in service					
36	Most of the teachers prepare training through full-time rather than sand witch and long vacation training.					
37	Teachers were released immediately they applied for in service.					
38	Most teachers go on study without permit					
39	Opportunity has been created for teachers to attend in-service					
40	Teachers in Zaria LGEA are always encouraged to go for in-service					

SECTION F: Staff Development through Orientation in Primary Schools in Zaria Metropolis

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	Teachers in Zaria metropolis are given orientation from time to time					
42	Zaria LGEA organize orientation for teachers regularly					
43	Lack of orientation can lead to inefficiency on the part of the teachers.					
44	Orientation makes teachers to know what to do					
45	There is need for orientation so as to meet present challenges					
46	Orientation gives teachers courage in their work					
47	Through orientation teachers have mutual understanding with their administrators.					
48	Orientation is given to both new and those teachers already in the service.					
49	Orientation improves teachers' administrators' relationship.					
50	Teachers enjoy teaching when they are given orientation					

SECTION G: Staff Development through mentoring in Primary Schools in Zaria Metropolis

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
51	Primary school teachers in Zaria metropolis lack mentoring					
52	Experience teachers need to serve as mentors to new teachers					
53	Teachers can perform effectively if there is mentoring					
54	Teachers in Zaria metropolis enjoy teaching when there is proper guidance					
55	Mentoring is Organized promptly in Zaria LGEA					
56	Mentoring is organized for teachers to promote communication and understanding among teachers					
57	Mentoring helps new teacher to know about their job					
58	New teachers enjoys mentoring					
59	Mentoring are often organized for new teachers in Zaria LGEA					
60	Mentoring helps teachers who hardly ask for help or consult specialist					

Thanks for your patronage