IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE INSTRUCTIONAL TASK PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN KADUNA METROPLIS, NIGERIA

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DECLARATION

I hereby declare that this study was conducted by me and has not in any way been presented anywhere for higher degree. All sources of information used for the study we acknowledged by reference and citation.

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CERTIFICATION

This thesis titled "Impact of staff development programmes on the performance of secondary school teachers in Kaduna Metropolis" by Shaibu Hajara, M.Ed/EDUC/14126/2011-2012 is submitted in partial fulfillment for the requirement for the award of Masters Degree in Educational Administration and Planning, Ahmadu Bello University, Zaria.

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DEDICATION

I dedicate this thesis to my parents, my brothers and sisters, my friends and other well-wishers.

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ABSTRACT

This study is aimed at investigating the impact of staff development programmes on the instructional task performance of secondary school teachers in Kaduna metropolis. Five objectives were generated alongside with five research questions. The study was limited to principals and teachers in private and public secondary schools in Kaduna metropolis. The literature review comprehensively discussed issues that form the objectives of the study (in-service, seminar, conferences, workshop and mentoring). The research design adopted was survey method. Thirty-eight (38) government secondary school and ninety-four (94) registered private secondary schools making a total of one hundred and thirty-two (132) forms the population of the study. Stratified random sampling was adopted to arrive at twelve government secondary schools and sixteen private secondary schools. The total numbers of sampled respondents were four hundred (400). The research instrument used for data collection was a five-likert scale questionnaire containing section A (bio-data of respondents) and section B (item statements generated from issues that form the objectives of the study). The research instrument was validated by experts in the field of educational administration and planning, a pilot study was carried out and the reliability coefficient of 0.77 was established. The data collected were analyzed using frequency tables, percentages and standard error. The results were tabulated and discussed. The following major findings were established; in-service has both intrinsic and extrinsic benefits to teachers, seminar programs give teachers the opportunity to fulfil their potentials by learning new skills, and generally improve their instructional effectiveness and quality of service through improved performance. The researcher concluded that there is a positive correlation between staff development programs and the instructional task performance of secondary school teachers, staff development help teachers create the understanding from experiences with peers and resources and reflect upon those experiences. The researcher stated the following recommendations; policy makers and administrators should revise staff development program policy, staff development programs should be organized periodically and academic mentors should be employed by administrators to help novice teachers become successful in their teaching profession.

OPERATIONAL DEFINITION OF TERMS

Staff development: the process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization or through watching others perform the job.

Performance: The accomplishment of given tools measured against Present known standards of accuracy. Competencies, cost and speed.

Teacher :A person who provides education for pupils (children) and students (adults). The role of a teacher is often formal and ongoing, carried out a school or other place of formal education.

Secondary school: is an educational institution where the second stage of the three schooling periods, known as a secondary education and usually compulsory up to a specified age takes place. It is the stage of education following primary education.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

In recent years, national, state and local policy makers and educators have launched effort to improve education by creating a fundamental shift in what children learn and how they are taught. If children are to achieve at levels demanded by the high standards that states and districts have adopted, however teachers will have to help them do so. Teachers are necessarily at the centre of reform, for they must carry out the demands of high standards in the classroom, Cuban (1990). Thus, the success of ambitious education reform initiatives hinges, in large part, on the qualification and effectiveness of teachers. As a result, teacher professional development is a major focus of systematic reform initiatives Corcoran (1995), Corcoran Sheelds and Zucker (1998).

To carry out the demands of education reform teachers must be immersed in the subjects they teach and have the ability both to communicate basic knowledge and to develop advanced thinking and problem solving skills among their students. However, although teachers generally support high standards for teaching and learning, many teachers are not prepared to implement teaching practices based on high standards, Cohen (1990); Elmere and Burney (1996). Many teachers learn to teach using a model of teaching and learning that focuses heavily on memorizing facts, without also emphasizing deeper understanding of subject knowledge, Cohen, MC Laughlin and Talbert (1993).

Shifting to a more balanced approach to teaching which places more emphasis on understanding subject matter, means that teachers must learn more about the subject they teach, and how students learn these subjects. The continual Deeping of knowledge and skills is an integral part of any profession. Teaching is no exception, Schulman and sparks, (1992) and National Board for Professional Teaching Standards (1989).

Staff development programme is a process designed to improve job understanding, promote more effective job performance and establish future goals for career growth. It helps staff in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants (Paraprofessionals). These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research validated strategies; and help

teachers meet their license and salary differentials. Staff development programmes can also be referred to as the process and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers

Training is defined as "the process of developing qualities in human resources that will enable them to be more productive and thus contribute more too organizational goal and achievement". Training is essentially to increase the productivity of employees by influencing their behaviors. The training given to a person (or an employee) varies in type and extent and according to the nature and skills of the jobs involved as well as the experience of the employee concerned, Certo (1997) and Arikewuyo (2006). The aim of training is "to equip individuals with the necessary skills to enable them to find employment, to gain promotion and to have reasonable expectation of redeployment in the event of their being made redundant. Ojofeitimi (1992) and Arikewuyo (2006).

Professional teacher training simply means teacher education and continued learning. Fafunwa (1985) viewed teacher education as the teaching and training experiences provided not only within teacher institutions but also outside them with the basic aim of preparing and grooming potential teachers for teaching activities. Teacher training programme is generally seen as having context and composed of goals and objectives, input, process, evaluation and output, Kanu (1992). Also, Harris (1980, P.18) viewed teacher education as "any planned programme of teaching opportunities afforded staff members for the purpose of improving the performance of an individual in already assigned position". While Fullan (1995, P. 265) Conceived teacher professional development as "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. A common underpinning assertion of the above definitions is continuing learning process in which serving teachers acquire the knowledge, skills and values to improve the quality of teaching and students learning outcomes Fullan, (1995).

Teachers are known to be responsible for the translation and implementation of educational policies. These depend on professional practice. Teachers who are deficient in professional practice are not likely to help the students meet the challenges of learning, Ayeni, (2010). For instance, Ayeni and Akinola (2008) reporting on Ondo State, found that 57% of teachers in secondary schools were not given adequate training opportunities by their principals

while facilities to improve their professional competence through in-service training were not adequately provided.

The importance of training and re-training to career enhancement and capacity of teachers for improvement in teaching and learning processes cannot be over-emphasized. A study by Emetarom, (1992) on Owerri Urban and environs revealed that both teaching experience and formal training in administration are necessary for the appointment of principals and vice-principals into administrative posts in education. Also, a related study by Olagboye, (1999), in his study revealed that 68.9% of the respondents were in favor of appointing only experienced teachers with formal training on educational administration to the posts of principals and vice-principals while 32.1% of the subjects were not in favor. Considering the challenges posed by education quality assurance, principals are expected to be well-qualified professionally to be able to design, implement, aid and sustain relevant and effective in-service continuing professional development programmes that are participating school-based, focus on students learning and adequately address the specific training needs for teachers.

Teachers' professional development is particularly important because of the need for teachers to do better and raise academic performance standards of students. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices. For instance the results of the teacher survey by the National Centre for Education Statistics (NCES) on United States of America (USA) indicated that 90% of teachers participated in professional development in 1993-94, and 99% took part in 1998, in such areas as new methods of teaching, students assessment, co-operative learning, use of education technology for instruction, classroom management and in-depth study in their subject fields to improve their performance.

Although there are various approaches to teachers' professional development such as the cluster type workshops, mentoring and full-time in-service training; whichever approach one adopts for teachers training, the important thing is for the teachers to be professionally equipped, Ayeni (2010). It is incontrovertible that every approach has its own merits and demerits. For instance the traditional approaches to professional development such as seminars, workshops and conferences have been criticized by researchers such as Fullan (1993) and Akinwale (1999), for being relatively ineffective because they are usually short-term, typically lasting from one to eight hours; they lack continuity due to inadequate follow up and on-going feed-back from

experts; they take a passive approach to training teachers, allowing little opportunity to learn by doing and reflecting with colleagues.

Realizing this short coming, Gravani and John (2002) Stressed that the centre-periphery model of professional development in which participants were made to be passive listeners be replaced with the cluster-type in which the practitioners and policy makers are brought together into new forms of discourse communities, where teachers can share their own knowledge of classrooms, children, subjects and pedagogy with policy makers who bring their own critical and substantive expertise to the knowledge building table of the professional; this process is more likely to ensure a successful professional development enterprise. The much talked about cluster training is also much criticized; but the important thing is that any approach that is adopted must be carefully and strategically designed and implemented to provide continuity between what teachers learn and what goes on in their classrooms and school to produce long-lasting effects on teachers competencies and students learning outcomes, Fullan (1993). However the inadequacies in teacher professional development constitute gap that can possibly lower the standard of teachers' instructional tasks performance and the rate at which students understand the subject matter in schools.

Teachers' professional development is informed by the fact that if teachers are to stay motivated on the job, they must have opportunities for continuing professional development, advancement and improvement in their chosen career. This is why findings by Emetaron (1992), Fullan (1993), NCES (1998) and Olagboye (1999) indicated that effective teachers' professional development is critical and to a large to a large extent determines students' academic performance. However, gaps in teachers' professional development will no doubt cause set-back in teaching learning process.

1.2. Statement of the Problem

Generally speaking, staff development through seminars, in-service training or workshops is one of the most promising ways for improving classroom instruction. It is an attempt to assist classroom teachers/lecturers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. In essence the dream of self-reliance, skill acquisition and entrepreneurship through education can only be realized through a well-defined programme. In

most cases, staff development activities are organized by an institution, a corporate body, associations or government agency and is normally lasted for a short period of time.

For a nation building each country has to decide between investing on teachers or ignorance. Across the nation in-service education is viewed by many educators as an absolute necessity for quite a number of reasons that is if the classroom teachers are to perform their roles more effectively, Stallings, (1982). Surprisingly, some people who have attended seminars, and or workshops were reported to have come back home disappointed rather than returning with enthusiasm and encouragement to participate in such a programme if called upon again Louck & Melle (1962).

From the experience, staff development or capacity building workshops usually offer one of the best ways to improve classroom teaching and learning. In fact many educators are of the opinion that teachers have to search for the patterns of school organization and management that would give freedom to learners in order to bring about better learning outcomes. Gordons (1979) & Ibrahim (2008B). That is, to promote better understanding, teachers need to emphasize learner/student centered approach which permits or encourage students or learners to have enough freedom to select, to participate in activities and make a self-evaluation through acquisition of necessary knowledge and skills.

Effective classroom planning and management, therefore consists of controlling teachers' behaviours that tend to produce high level students involvement in the classroom activities, with minimal interruptions and efficient use of instructional time. In other words, whatever actions that is required to stimulate learners' thinking, enlarges their imagination, promote initiative, sustain attention, make learning real and enhance teaching and learning process is worth looking at critically hunt (1976).

According to Charlotte (1979), just as teachers should reinforce good behaviours in the classroom, it has been argued that teachers training programme should consider different theories and select appropriately, depending on the situation and the age of the learners. Below are guiding principles:

i. Training retraining programmes should emphasize discipline related skills in addition to considering the importance of conducive learning environment. The reason being that classroom control and management skill remain a problem in schools at all levels. For example, in public schools, students/teachers ratio or students population is more diverse

than ever before, thus making it difficult for the teachers to know all their students or perhaps to find classroom control/management difficult. Talking about individual differences apart from differences in the educational background and aptitude the number of students with emotional or learning problem is increasing. Only in the recent time that the impact of praises, responses to teachers' feedback and effect of micro-teaching on students' performance and learning are getting serious attention and investigation it deserved Akabue, (1991).

Apart from that, there is indication that many teachers entered the profession with little or no training in school discipline techniques most especially the non-professionals or HND holders. This could be one of the reasons why discipline problem are common in public schools. In fact, public criticism of schools and debilitating effect of teachers stress and burn out are closely linked to the problem of students' behavior Rudolf and Pearl (1972). Of course, this is the reason why it is made compulsory for most post-secondary or tertiary institutions to offer courses on classroom management and planning and curriculum studies. What is provided in their courses including psychology tends to be either theoretical or academic in nature without providing teachers with the actual competency base.

ii. Teachers' preparation programmes should emphasize the coherent relationship between theory and practice. Wolfgang and Glickman (1980) argued that teachers hardly had enough knowledge about content organization (topic selection) and about professional approaches to classroom management to facilitate students' learning. The problem facing educational development across the nation is lack of recognition of the importance and the differences between theory and practice in classroom teaching and learning, Ibrahim, (2008B). The overwhelming supply of conflicting theories and techniques often resulted in the teacher not knowing which is to be chosen and when to use them appropriately to alleviate the desired objectives. For example, where does a teacher begin in the process of making use of reinforcement, discipline or leadership style/strategic in the classroom? What comes first, rules or relationship? Praise or punishment etc.

iii. In all the training programmes, organization of learning activities and use of appropriate teaching techniques should be seen as necessary tools for classroom teachers.

In view of the above discussion, it means teaching goes beyond standing in front of the students. Apart from the good mastery of the subject matter, the teacher should be able to use appropriate teaching techniques to arouse the students' interest, make learning easier or facilitate teaching and learning.

Another area of concern is the lack of mentoring programme to new- inexperienced teachers after joining schools. Even national curriculum does not talk about new teacher mentoring, this situation needs rectifying. A teacher goes to school and the head-teacher or principal asks him/her to start immediately, and even sometimes the teacher is assigned to teach a particular subject or topic. What needs to be remembered is that ultimately, it is the students who will suffer the consequences of inadequate support for teachers starting out on their teaching careers. Teacher training programme in Nigeria is crawling with lots of hindrances for trifling achievements. Efforts are being made but they are insufficient. The concerned authorities are required to work hard to address the dire needs. The ministry of education alone cannot cope with all the challenges and thus other organizations of similar interests must collaborate. For this government must diversify and ease their monopolistic policy. In view of this, the researcher therefore sought to investigate the impact of staff development programmes on the instructional task performance of secondary school teachers in Kaduna metropolis

1.3 Objectives of the Study

The study attempts to achieve the following objectives, to:

1. examine the impact of in-service training on the performance of secondary school teachers in Kaduna metropolis,
2. assess the impact of seminar on the performance of secondary school teachers in Kaduna metropolis,
3. find out the impact of conference on the performance of secondary schools in Kaduna metropolis,
4. investigate the impact of mentoring on the performance of secondary schools teachers in Kaduna metropolis, and
5. find out the impact of workshop training on the performance of secondary schools teachers in Kaduna metropolis.

1.4 Research Questions

The following research questions were raised to guide the study:

1. What is the impact of in–service training on teachers' instructional task performance in secondary schools in Kaduna metropolis?
2. What is the effect of seminar programs on teachers' instructional tasks performance in secondary schools in Kaduna metropolis?
3. What is the impact of conference on the teachers' method performance of teaching in secondary schools in Kaduna metropolis?
4. What is the impact of mentoring on the instructional task performance of secondary schools in Kaduna metropolis?
5. What is the impact of workshop training on the task performance of secondary school teachers in Kaduna metropolis?

1.5 Basic Assumptions

The study is based on the following assumptions:

i. Teachers' development is an important activity in teaching profession which determines their quality of performance
ii. The more a teacher is exposed to staff development programs the better his/her performance and the better the learning achievement of students.
iii. Staff development programme is an important aspect of teachers' educational and should be intensified.
iv. Staff development programme are widely accepted as an important exercise by the government
v. There is a direct and significant relationship between the quality of teacher performance and the quality of secondary education

1.6 Significance of the Study.

The study is important to teachers as it will enlighten them on the existing staff development programmes for secondary school teachers. The study is relevant to teachers, as the programmes will help them to improve their knowledge for effectiveness and efficiency.

The study is important to the officials in the Kaduna state ministry of education as it will guide them on areas of improvement in staff development programmes. The study will

encourage secondary school teachers in Kaduna metropolis to go for in-service training programmes in order to improve their instructional task performance.

The study will be of benefit to the researcher to improve on profession as a teacher and as an educational administrator. The study is important to educational administrators as it will help them to incorporate staff training in to the policies of their institutions

1.7 Scope of the Study

The study investigates the impacts of staff development programmes on the performance of secondary school teachers in Kaduna metropolis. The study covers areas such as in-service training, seminars, conferences, mentoring, full-time/part-time programs and workshop training. Also, the study is limited to principals and teachers in secondary schools in Kaduna metropolis, Kaduna state, Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school, and wider community, Wikipedia (2011).

This chapter therefore examines the related literature of various scholars such as published and unpublished works, journals and research projects. The related literatures are reviewed under the following subheadings.

2.1 Introduction

2.2 Conceptual Framework

2.3 Staff Development

2.4 Staff Development and Performance

2.5 Importance of Staff Development

2.6 Staff Development Programmes for Teachers

2.7.0 Types (approaches) of Staff Development

2.7.1 In-service Training

2.7.2 In-service Training (Meaning and Rationale)

2.7.3 Teachers' Professional Need

2.7.4 E-learning and Blended Learning

2.7.5 Conference Training

2.7.6 Staff Seminar

2.7.7 On-the-Job-Training

2.7.8 Off-the-Job-Training

2.8 Educating Teachers for Diversity

2.9 Evaluation of Staff Development Programme

2.10 Motivation

2.11 Pedagogy

2.12 Finding Time for Professional Development

2.13 Summary

2.1 Introduction

It is literally impossible for any individual to learn a job or enter a profession and remain in it for long with his skills basically unchanged. This is more so in a complex and constantly changing organization like a school that must adapt to changing societal demands and instructional methodology. Thus, no matter how excellent the pre-service, preparation and how well qualified school personnel are at the time of employment, efforts should be made to develop them personally on a regular and continuous basis.

The schools need well qualified administrators, teachers and support staff to provide quality learning experiences for students. In line with the saying that "no school can be greater than its teachers" and changes in position and job requirement within the school system, school personnel must be well developed. It is important to develop the teachers that directly impart knowledge to students; the school leads that supervise, guide and support the teachers and other support staff that make the work of the teachers and school leads easier.

It is only then that appropriate and adequate knowledge can be imparted to the students, resulting ultimately in successful achievement of the goals of education. There is a body of evidence of the growing advocacy for teachers to engage in continuous professional development in the efforts to maintain the level of their professionalism. Cardno (2005), opined that professional development for teachers is important to ensure the sustainability and growth of teaching profession. While and Boyle (2004, P.46) asserted that "the continual deepening of knowledge and skills is an integral part of the professional development of any professional working in any profession.

The relationship that is established between teachers' professional development and teacher professionalism has shaped this literature review to the discussion of teaching as a profession. Dean (1991), defines the term profession "as an occupation which requires long training involving theory as background to practice, has its own code of behavior and has high degree of autonomy (P.5). Paramount to this definition is the emphasis on the significance of learning the teachers practice. Dean's (1991) definition of the term 'Profession' also implies that for teaching to be considered as a profession, it is mandatory that teachers are offered continuous learning opportunities that expose them to the theories of education to develop their practice.

As emphasized earlier by Dean (1991), professional development for teachers' needs to be strongly grounded to the theory. Goods on (1997, P.30) supports this statement by explaining

that "at its best, theory works back to informed and improved practice". He also cautions that separation of the theoretical knowledge from practice will affect the idea of teaching as a profession. Which "is based on a set of research expertise and theoretical bodies of knowledge" Goodson, (1997 P.32). The strengths of teachers' professional development that embodied the theories of teaching and learning is evident in the best Evidence Synthesis (BES).Timperly, Wilson, Barrar and Fung (2007) report that from the six studies on teachers' professional learning examined in the Best Evidence Synthesis (BES), the three studies of teacher professional learning that recorded the lower outcomes for its learners are the ones identified as having the least emphasis on theories. This finding further supports the argument that theory oriented approach is essential to teachers' professional development for it to have impact on teaching practice.

In addition to having a strong focus on the theory aspect of professional development, the definition of the term 'profession' as offered by Dean (1991) also implies that for teaching to be considered as a profession and teachers as professional, it is fundamental for the teachers to continuously experience professional development throughout their career. This is further explained by Kwakman (2003, P. 153) who says:

Keeping up is a core responsibility of professionals, as the professional knowledge based underlying professional work does rely on the input of new information since it is subject to continuous improvement. The main aim of reading is keeping up to date with new insights and developments influencing the professional field such as new subject matter, new teaching methods and manuals, new pedagogical approach but also new societal development which have an impact on education and teaching in general.

Bredeson (2002) however, points out that continuous learning opportunities for teachers to enrich and refine their professional knowledge and practice is often undermined by the lack of time, money and appropriate structures.

2.2 Conceptual Framework

Many writers have expressed their opinions and views on the concepts of staff development Widen in Kauro, (2010) says " the use of staff development has gained prominence recently. Sparks in Kauro, (2010) sees "Staff development as any training activity that helps teachers to improve their teaching skills.

Staff development programme of Secondary School Teachers in Kaduna State has been in practice in the Ministry of Education before the country became independent in 1960.Most of the teachers were sent on In- Service training from where they obtained Diploma Certificates in Education. In 1970 to 1980 those teachers were sponsored to Advance Teachers' Colleges (A.T.C) now known as Federal and Staff Colleges of Education (F.C.E, S.C.E). From where they were trained as qualified teachers with Nigeria Certificate in Education (N.C.E). In 1980 to 2006 about 50 percent of Secondary School Teachers were graduates. The researcher is of the view that that the rest of the N.C.E teachers need to be encouraged by the Ministry of Education, so that they could go for In-Service training to improve their productivity.

Nwachukwu (2010) views staff development as activities undertaken to expose an employee to perform additional duties and assume positions of importance in organizational hierarchy. This can been in secondary schools Kaduna State where teachers perform additional duties like Principals, Vice Principals, Senior Masters, Games Mistress, Housemaster and others. On the other hands, Reilly, (1979), sees staff development as the individual's career, so that his abilities formal and informal training and responsibilities are related to each other.

According to Craig, (1967), he says, "staff development is a systematic expansion of man's ability and growths so as to enable him utilize his knowledge and experiences to find solutions to difficult situations. This can be seen in secondary schools in Kaduna State where a committee of different experiences are appointed to investigate issues like students' strikes, teachers' indiscipline or gross misconduct.

Holsey, (1969) is of the opinion that staff development is a process of aiding employees in their present and future work through the development of appropriate habits of thoughts, actions, skills, knowledge and attitudes.

From the above explanation, the researcher views staff development as a short and long term additional process through which employees are taught concepts, general knowledge and skills that are relevant to their duties for efficiency and effectiveness. It is for this reason that the Ministry of Education of Kaduna State encourages teachers of secondary schools to go for in-Service training, workshops and seminars. It should however, be noted that whatever perspective on may wish to take from the literature; staff development has come to take on quite different concept in recent years.

2.3 Staff Development

Staff development can simply be defined as activities provided for the middle and upper management in and outside an organization. A narrow view to the meaning of staff development was given in Campbell, et al (1970:234), when they stated that "staff development is a teaching activity planned and initiated by an organization".

While Harries, (1980), view staff development as that aspect in administration, which implies the training of an individual in an organization to enhance his performance.

Ngu (1989:25) view it as the process of behavioural modification or moulding of workers in order to integrate organizational needs with their characteristics. This is in consonance with the view expressed in Novit (1979) when he noted that staff development is the training of personnel in an organization towards motivating them to become competent and work hard in achieving the goals of an organization.

Thus , from the above definition it becomes clear that staff development connotes the organization's efforts in its programme to provide the need –base training and education to its workers to enable them become competent in handling their present or future assign tasks. However, the scope of staff development scheme in terms of its coverage may arise due to the resources an organ may decide to earmark for the purpose within its reach. According to Sharma in Kauro (2010) the broadest scheme is made up of all the members of the management at the top level down to the lower level. This is concurred in Humble (1969, 25), who noted that staff development is re-appraisal of the staff resources to achieve the desired objectives of an organization. It covers both managers and labour force.

Staff development is a basic factor in building and maintenance of the organizational effectiveness. According to Ngu in Kauro (2010) staff development is so important that it is not only imperative but continuous. No organization can dispense with it as a programme and as a process. This means, however that no matter the cost, organizations have to train their workers at least to enable them handle the assigned jobs. This is concurred and elaborated in Roscoe and Freak in Kauro (2010) when they noted that organization has to give the minimum training to it employees to enable them at least become acquainted with the objectives, policies, rules, standards and procedures peculiar to the organization and particular job. At the other extreme, staff development can include a long programme of education and planned experience, leading

to key positions to meet the challenges of change, organizations must ensure that sufficient training and programmes for developments of workshops are put in place.

According to Langenecker in Kauro (2010), an organization's greatest assets is its people and so it makes sense to ensure that every employee is trained for the job he or she is doing and developed to take on future responsibilities within his scope of competence. This view is in consonance with the view of Sharma, (1979:96), when he noted that when the aim is to broaden the experience of an individual, it becomes necessary to offer him opportunities to develop familiarity with different and longer range of the organizational operations.

The view of Langeneckes and Sherma were streamlined and moderated to suit the interests of employees by Miner, (1968:57) when he noted that although the development of effort must have something to do with the organizational goals, the particular goals under consideration need not be restricted to narrow economic aims; personal development for personal development's sake may indeed be a conscious objectives of the organization. However, it is imperative to note that although an organization can provide opportunities for staff development, it cannot actually develop employees. They need to accomplish development themselves. That is, they needed to assume some responsibilities for their own progress.

In any organization, the personnel division is responsible for planning and coordinating training activities. The division can conduct training activities for employees outside their regular work assignment. This is accepted by Langenecker (1977:1770) when he noted that personnel development often organizes training conference to impact knowledge or to improve skills of participants. This, he went further to say, is conducted when the employees have the training needs, where for instance, certain basic ideas are imparted to the participants, to develop their careers and help in enhancing the progress of the organization. This view is in line with the view of Hurst (1970:174) when he expressed that personnel management deals with an extensive programme, ranging the placement, induction and training of new personnel to the provision of courses for management. The effort is directed at the development of careers and progress within the organization by utilizing the educational resources an facilities available to each stage.

2.4 Staff Development and Performance

Effective performance on the part of employees is essential for the success of the organization. Such performance, to a large extent, will depend on their knowledge and skills; and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at effectiveness of individuals at work and for greater responsibilities.

One of the conditions requiring staff development is low productivity, Nwachukwu, (1988). An organization may have employees with appropriate equipment, yet productivity may fall below expected standards. The missing factor in many cases is the lack of adequate skills and knowledge which is acquired through training and education. The primary aims of staff development, as submitted by Health (1989), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job specification and developing potentials for future work , and improving the individual's and institution abilities to achieve their aims and objectives.

Osborne, (1996), also opined that when training is provided in a supportive climate, it can among others, increase productivity, enhance group work at all levels; create greater employee versatility; improve communication, morale and co-operation; and improve employee job satisfaction. In other words planned development programmes provide means of maintaining acceptable level of employee and organizational performance. Specifically orientated contributes to organizational effectiveness by facilitating the socialization process so that new employees become integrated into the organization as soon as possible. The sooner the employees feel comfortable in the organization, the sooner they can be productive, Stoner, (1982). Other forms of training and development provide employees with the knowledge and skills they need to remain qualified for their jobs in the face of changes and new challenges. Such challenges include keeping abreast of current developments in one's field as related to new responsibilities, performance standards, equipments or work methods.

The main purpose of staff development in schools therefore is to enable staff to achieve their potential as employees and to effectively contribute to the achievement of the school's objectives. The effectiveness of staff development programmes in schools entails consideration of improvements in students learning in line with modern educational improvement effort. Gusky and Sparks (1996), proposed a model of the relationship between staff development and

improvement in students' learning. The model is based on the premise that the quality of staff development is influenced by a variety of factors classified as content characteristics, process variables and context characteristics. These are the 'what', 'how' and 'who', 'when'. 'Where' and 'why' respectively, of staff development. The writers concluded that high quality staff development programmes are important pre-requisites to improvements in students' learning.

Staff development's influence on students is accomplished principally through its direct effect on teacher and administrator knowledge and practices. Improved knowledge and practices, as the most significant outcomes of staff development effort would add to better job performance. With improved teachers' professional knowledge and classroom practices, improved students' learning would be expected.

Administrator knowledge and practices can also be influenced by the quality of staff development programmes available to them. Their competences are reflected in their interactions with teachers through activities such as clinical supervision, coaching and formative evaluation, Gusky and Sparks, (1996). Secondly, administrators exhibit competencies through their leadership roles in formulating policies and other school activities. These activities have a powerful and direct effect on the content, process and outcome of student learning.

Support staffs undertake responsibilities in support of teaching and learning activities in schools. Their competencies are equally improved through appropriate staff development programmes. Training for support staff can be delivered through a range of media including mentoring, job shadowing individual learning, conferences and courses (National Joint Council for Local Government services, 2004). These training activities would enable those with the right attitude and abilities to make rapid progress in their career and in the process, contribute significantly to improved teacher and administrator job performance, and ultimately, student learning. In order to adequately meet the aims of staff development, therefore, an employing authority and its managers would need to provide within the framework of agreed policies, a wide range of developmental opportunities should include well organized in-service education and training in a climate in which staff feel that they are being adequately supported in professional and resources terms.

2.5 Importance of Staff Development

Staff development according to Nwachukwu, (1988), is the head of employee utilization, productivity, commitment and growth. He pointed out that many employees have failed in many organizations because their need for training was not identified and provided for an indispensable part of management functions.

Myers in Kauro, (2010) is of the view that every job in an organization requires some degree of skills and knowledge for satisfactory performances. This is true with the new technology in industries. The employee has to learn these skills and knowledge before they can perform satisfactorily. Besides, for anything to be learned, it has to be through systematic and organized training. Singer and Bamsden in Kauro, (2010) stressed that staff development is a necessity for any organization in order to achieve its objective.

Professional development is important in any career field and it is equally important for educators. Teaching information, techniques, and methods are constantly being updated and changed and this means that your education alone will not be enough to serve you throughout your whole career.

Professional development is about life-long learning and growing as an educator. You always have the potential to progress and refine your skills. There is always more to learn and new skills to attain. Professional development can help you figure out why you make certain decisions, and can look into the way you think about and deal with certain situations.

Professional development and goal setting go hand-in-hand. It can seem hard to schedule in time to devote to courses and seminars, but the extra time is worth it for becoming the best teacher you can be. Setting goals that are both realistic and attainable can help you achieve what you want. Goals need to be measurable by setting a timetable. It's important for you to see how far you've come. Setting goals on a schedule gives you focus as well as a time limit. When you achieve your goal, it will give you a sense of greater accomplishment.

If you've had past failures in your classroom, for example with classroom management, these issues can be hard to overcome. Through professional development, it is possible to learn how to overcome these challenges. Professional development is about improving and moving forward. Taking these courses is how you learn to overcome the challenges you are facing in the classroom. It is about acquiring new skills and becoming a better teacher. You will gain confidence by learning new methods and information about your field.

Professional development is important for both new teachers and veteran teachers. Life-long learning will keep you motivated and thinking positively and will help you gain confidence to overcome any obstacles you face in the classroom. Professional development is about becoming the best-equipped teacher you can be, and so it should be an important part of your career development.

2.6 Staff Development Programs for Teachers

The effectiveness of the school in meeting the challenge of preparing the learner for the task of living in the emerging learning society partly depends on the teachers. This is particularly true in developing countries where the teacher continues to exert influence as the 'sole' facilitator of learning. It then follows that the capacity of the teaching workfare would require constant renewal and refinement.

In Nigeria, the teacher especially the unqualified or newly qualified ones face the burden of professional isolation is common particularly in rural areas. In such a situation, contact and interaction with colleagues could be difficulty by the problem of distance, and poor communication infrastructure. Abandoned to fate by older colleagues, the novice teacher in this circumstance is left to construct his/her own theory of teaching or deconstruct old strategies learned during pre-service training many years ago. In terms of professional support, Howsam etal (1976), describe the situation as follows:

> "Many new teachers function in a professional dessert, abandoned
> by the institutions where they received their pre-service education,
> and neglected by reddened school personal (P.101)"

The typical Nigeria teacher continues to work under a deplorable professional environment that provides little or no opportunities for continuing professional needs of teachers in this kind of environment cannot be an easy task. Teachers would rather face the most basic problems like how to improvise instructional materials in a severely under resourced school, and survival issues such as poor remuneration and conditions of service vis-à-vis other professional groups, than agitate for continuing professional development programs. The implication of this apparently appalling situation is that the teacher is now being forced to rely on antiquated knowledge and skills acquired during pre-service training to address emergent teaching and learning problems the present era of rapid social and technological changes.

Prior to the launching of the UBE Nigeria in 1999, professional support for Nigerian teachers was at its lowest ebb. Such support, where available, was in the form of sandwich and other part time courses aimed at enabling teachers to obtain higher qualifications. Garuba, (2002), the launching of the UBE engendered new perspectives on continuing education and professional development of teachers. Ahmed and Garuba, (2004) argued that:

> *"The UBE programme produced a very significant shift in the conception and design of continuing professional development (CPD) programme for teachers. Prior to UBE, emphasis has always been on upgrading of teachers through acquisition of higher education equalization while on the job".*

The UBE commission initiated a series of teacher development programmes that are aimed at "empowering teachers to be better agents of leaning and change".

The democratization of education will be meaningless without a corresponding provision of teachers who are both adequate in number as they are proficient in teaching. To overlook the later is to establish massive mediocrity. For very many reasons, especially lack of commitment to excellence, we are tended to be too easily satisfied with teaching certificates only. But teacher development does not simply end with a certificate. Rather, it is a process which continues throughout the carver of the teacher.

Therefore, providing continuo's growth opportunities for teachers is an absolute necessity not only for his/her intellectual and professional sustenance but also for learner achievement. Teacher educators themselves very much need constant regeneration, if they are to keep abreast with new ideas and challenges. The occasional traditional capacity-building one-off workshops that take place here and there are not enough to keep teachers abreast with new knowledge and pedagogy, if they are to enable learners to achieve much better results than we now observe.

2.7.0 Types (Approaches) of Staff Development

Training policy can be defined as a written statement on organizational plans or programmes to develop the skills of the workers. Training needs or objectives are usually derived from the current manpower situation in an organization, State or Country. The existing manpower situation determines the training objectives. To be able to indentify training needs will entail a comprehensive manpower survey, which will expose the type of skill of personnel that

need to be trained or developed. The types of training that can be readily available for an organization will include:

2.7.1 In-service Training

In-service teacher training/ education (ITT/E) is considered as a continuous professional development (CPD) process. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40years. Continued professional development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further.

In-service training is accepted as an effective method if increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teaching education once they have received their certification in teaching and are employed in a professional position, Locke (1984).

The Education Information Network in the European Union (EURYDICE) defines in-service training as 'a variety of activities and practices in which teachers become involved in order to broader their knowledge, improve their skills and assess and develop their professional approach' Perron (1991)

The in-service training is understood to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovations. 'If we also keep in mind the characteristics of present day society, with present transition, with continuous changes and adaptation to new technological, social, cultural changes, in-service training turns to be one of the tools to face these changes, as well as to democratize people's access to culture, to information and work' Murillo, (1999). However, in-service training is this considered as an important change agent, it doesn't seem to be enough guarantee to produce considerable changes in the education system.

In- service Course for Teachers:

It is probably easier to say when in-service education should occur than to give an immediate definition. It is the education intended to support and assist the professional development that teachers ought to experience throughout their working lives. It's starting -point thus should be marked by the occasion when the newly qualified entrant be the teaching

profession takes up his first appointment in school. Its finishing-point coincides with retirement. That suggests that in-service education in one form or another could be experienced by a teacher, if he were so disposed, for a span of perhaps forty years.

What does in-service actually consist of? Some share the opinion that in-service education should be cast widely to include virtually any experience to which a teacher, voluntarily or involuntarily, may be exposed (the view that 'All experience is good experience'). Professional development, according to this line is by believing that almost any experience or activity will be linked directly to the teacher's work in classroom or school. Professional development should be served by something more relevant than educational spin-off that may result from general adult education.

The other prevailing view is that in-service education should be closely and specifically aligned to the teacher's professional working life. Some years ago in a book on teacher's in-service views and preferences, Brian in Cane,(1969) include a definition of in-service training which ran as follows:

In-service training is taken to include all those course and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to training is included within this definition.

It will be noted that the key to this tighter and more central approach is the purposive nature of the intended experiences. Such studies should be planned deliberately to bring about certain changes that will lead to a subsequent improvement in the teacher's performance in school.

Purposive in-service education may have a variety of guises. As the James committee (1972) suggested, it can cover a wide spectrum ranging from evening meetings and discussions to weekend conferences and other short-term activities. Though often highly motivating to the teacher, these experiences frequently characterized by their irregularity and casual nature do not necessarily lead to tangible results in terms of classroom performance. Neither do they automatically improve his promotion chances.

At the other end of the spectrum are the substantial in-service activities-substantial that is in the length and /or intellectual demand. Often they may be sustained and carefully structured courses leading to award-bearing qualifications which undoubtedly do bring incremental benefit

or promotion. Although not everyone agrees on what constitutes the essence of in-service education, nevertheless, as the James Committee maintained, it clearly comprehends the whole range of relevant activities whereby teachers can extend their personal education, develop their professional competence and improve their understanding of educational principles.

It will be noted that Cane wrote about teachers' in-service training rather than their education. Indeed there are some educationalists today that would prefer to stress the concept of training in preference to that of education. On the grounds that the goals of education are diffuse and long-term and thus inappropriate, Henderson (1978) uses the term 'in-service training', defining the latter as 'structured activities designed exclusively or primarily to improve professional performance'. He justifies his choice on the basis that training implies a more direct link between learning and action and is therefore easies to measure, the result of training being more readily usable in bringing about practical improvement.

There may be some sympathy for his view. But it is undeniable that there are many in-service study experiences belonging to the short term (for instance, involving consultation or group discussion) which, are clearly of considerable benefit to the participants. One must ask who would deny teachers such opportunities for in-service study when training as such were not necessarily taking place.

There is little doubt that there is a distinction between education and training, and the difference is not unimportant. Training is concerned with the acquisition of skills and techniques using standardized learning procedures and sequences. One instance might be learning the mechanics of constructing a school time table; another, finding out how to mark a class registers and total it up at the end of the term.

In contrast, the broader concept of in-service education is bound up with the notion of bringing about teachers' professional, academic personal development through the provision of a whole series of study experiences and activities of which training should be rate as but one aspect. Hence in-service training should not be considered as an alternative to in-service education but as a part of the total framework of in-service education

That a close connection exists between the two is recognized, as is illustrated in official documents and other publications where increasingly the acronym 'INSEY standing for 'in-service education and training') is used. Arguably, this acronym indicates a false parallel the possibly equal relationship between education and training. For this reason it is probably safer to

employ the phrase ‘in-service education’ (which by implication is inclusive of its training aspect) as the comprehensive term; and in this sense we shall henceforth employ it.

Having cleared some of the ground, it is now possible to suggest a general statement indicating the purpose of in-service education. This is that in-service education aims to wide and deepen teachers’ knowledge, understanding and expertise (including skills, techniques and powers of judgment) in respect of their professional work, by means of activities designed primarily to attain this purpose.

If this is acceptable as an all-sufficient statement, it needs to be elaborated in terms of some more specific objectives. Probably one of the best sets of objectives is provided by the Advisory Committee on the supply and training of teachers, namely, to enable teachers to;

a. evaluate their own work and attitudes in conjunction with their professional colleagues in other part of the education service,
b. develop their professional competence, confidence and relevant knowledge,
c. develop criteria which would help them to assess their own teaching roles in relation to a changing society for which he schools must equip their pupils, and
d. advance in their careers.

The chief thing to be noticed about these for objectives is their catholicity in that they are intended collectively to assist teachers to relate their in-service studies to their schools, the wider educational scene and society in general. At the same time, the all-inclusiveness of these objectives permits and encourages teachers’ career aspirations (including those relating to promotion) to be met.

Thus in-service education starts by helping teachers to examine their existing practices in school in a critical manner (Objective (a)), possible with the help of other people working in the school or outside it. This will enable them to identify their immediate professional problems and needs. As a result of preliminary work, they should then be in a position to take action in meeting these needs (Objective (b)). Following on, this should lead to an identification of further professional needs springing from new perceptions concerning the relationship of their school and changing society (Objective (c)). Running parallel with this process of need identification and need realization intended to help school and its pupils, is the separate process of need identification and realization leading to individual teachers’ career renewal and advancement (Objective (d)).

In-service Training: Meaning and Rationale

It is also called post-employment training. Akinyemi (1991) defined it as all activities and courses aimed at extending the professional knowledge and skill of a serving teacher (or inspector or supervisor or head teacher, etc). According to him, after acquiring the necessary know-how, a teacher (a supervisor, a counselor or significant others) needs to improve on his standard from time to time so as to prevent the quality of his teaching from diminishing and to improve it. He has to update and upgrade his knowledge so that such knowledge may not become out-modeled and stale. In-service training serves some rationale.

According to Akinyemi (1991), a well-designed in-service education could help to revitalize the practicing teacher or teacher educator (or supervisor), hence the need for continuing education of the practicing teacher. He reiterated Smart's (1973) suggestions that the education of the teacher be made continuous, obligatory and undertaken at different periods.

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 objectives are identifiable:

1. to expose serving teachers, supervisors, inspectors and counselors at primary and secondary and post secondary levels to the content and most modern methodologies of teaching all school subjects,
2. to make them prepare for new roles as Headmasters/Headmistresses, Principals, Supervisors, Administrators, Senior Inspectors, Counselors, etc,
3. for serving workers who have to work in new areas at new levels with different types of students, there is need for in-service education to give necessary confidence and avoid trial and error,
4. teachers with out-dated teaching techniques, substandard knowledge of subject-matter 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 creates avenues for serving teachers to make up for their deficiencies in the area of newly-introduced subjects in the school curriculum like Integrated Science, Social Studies, Computer Science, Test Construction and Evaluation Techniques, Record Keeping, Teaching and Learning Aids 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 and at little or no cost to government,
7. staff members work together through in-service programmes such as workshops, conferences, and study groups in areas of common interest in order to enhance their professional growth and competences.

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 Seminars

vi. Teachers' Center-based courses

Vii Radio-TV Courses

viii. Correspondence / Open / Distant Learning

ix. Study leave with pay

x. Sabbatical leave

xi. Others

Arikewuyo (2006) identified some other forms of training of the employee which begins with orientation programme. This involves introducing and guiding the new employees to the organization and the various units. It is important that new employees familiarize with the policies, procedures and performance expectations. Other *in-service* training modes discussed by Oshionebo (1992) and quoted by Arikewuyo (2006) are:

Three days, one week or two or longer. Again, 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 students 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 topics 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: 27 41 and Awoniyi, 1979: 63-67).

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, teachers need to be informed about school regulations, organizational patterns, structure, the curriculum plans, instructional materials and equipment, pupil services, day-to-day activities, curricular activities, school records and procedures for keeping them, and so on. Some organizations 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. ***Workshops / 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 employees 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 (resource persons 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. Many times too, the organizers of such programme give pre-programme tests or questionnaires to participants to assess their entry knowledge or skill 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 Educational Administration and Planning, Ondo, Ondo State* and, the *Lagos State Post Primary Staff Development Commission LSPPSDC 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 a professional, 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 Masters Holders running

PhD Programmes in their choice institutions. All these programmes exist in full-time, part-time, sandwich, correspondence or distant learning modes.

While reviewing the work of Cook (1994), Omoregie (2004) listed other types or methods which are briefly explained below:

6. ***In-basket training****:* After trainees have 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 make notes.
7. ***Case studies****:* These are actual cases collected from other organizations. The trainee must identify the major and minor problems in each case, filter the significant from the insignificant, analyze the issues 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. ***Behaviour modeling****:* It is a structured approach to teaching supervisory skills. It is related to role-playing but is more structured.
10. ***On-the-job experience****:* This is learning from 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:

- The *Grade II* teachers who spend five years.
- The *Associateship Certificate in Education (ACE)* 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 programmes usually utilize the long vacation periods of the primary school calendar, hence participants travel to programme centers for full-day engagements in lectures, group discussions, tests and examinations.

At 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 programmed into two consecutive week-ends. Sometimes, a week of rest is allowed in between the two Saturdays of examinations. Examinations carry 70% while Continuous Assessment (C.A.) carries 30% for each course offered. Students also have two special teaching courses (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, students-teachers are advised to arrange to stay in near-by schools. The first week of the exercise is used for students' preparation while the last week is devoted to visitations by external examiners from superintending institutions (universities), who visit sampled locations to confirm certain reports returned 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 Examinations (UME)* conducted by the *Joint Admissions and Matriculation Board (JAMB).* The long vacations are utilized for intensive lectures and continuous assessments. These normally last for about six to eight weeks running between 8 am to 6 pm 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 Postgraduate Diploma and Masters 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 semesters respectively.

Teachers' Professional Need

If a starting-point for in-service education is teachers' professional needs, what is meant by such need?

The individual teacher in his working life at school will inevitably experience problems – not necessarily serious or negative ones –that stem directly or indirectly from professional contact and involvement with pupils and colleagues. For example, an inexperienced teacher might become aware through comments made by his head of department that his methods of displaying pupils' written work on the walls of his classroom are not up to the standard generally observed by other teachers in the department. Accordingly, the teacher finds himself in a condition of need.

One solution to this particular problem might be for the teacher to have an informal talk with one or other colleague having requisite knowledge of display techniques; another might be to attend an appropriate short course at the local teachers' centre. In either event his problem can be resolved and his professional need met or reduced. Responses like these, rendered informally by means of a conversation or formally attendance at a course of study, may be interpreted as in-service education since they can be approximated with the general purpose of in-service education as previously defined.

The range and variety of professional needs will be predictably very wide and numerous. Many are he has specific and well practitioner in his classroom where he has specific and well-defined responsibilities for teaching a particular class or subject. His needs derive from his age, his personal and professional education, the sun of his teaching experience and his personality and temperament. Some of these needs may be relatively minor like requiring to know how to teach a rule of number, or more weighty like teaching level.

The individual teacher will become aware of further needs within the context of a functional group of which he forms part in school: a department, a teaching team or even the senior management team of a secondary school. Such needs will be personal to him, but they will not be unique in time or place: other teachers in the same functional group will be experiencing similar if not precisely identical needs. Thus there might be a group of probationary teachers all possessing secret, fears over keeping discipline at the start of their careers, or a group of otherwise experienced teachers wanting to learn how to introduce resource based learning in their common teaching subject.

Moreover, a third distinct set of needs will be experienced by the individual teacher within the framework of the whole staff of the school. Thus all the teachers of a primary school might wish to make a study of the recent HMI survey on the primary curriculum. Or the staff of a secondary school might wish to evaluate its pupils assessment procedures. Again, though the teachers may each meet with needs in their own way, of these needs will seem to have a collective identity and will appear to be replicated to some degree among some or all members of the staff.

Responsibility for identifying needs, though the latter be expressed at different levels of organization in the school, as far as possible should rest with individual teachers experiencing them and not be passed to colleagues however knowledgeable or understanding. A measure of true professionalism is the degree of autonomy that serving members of any calling actually have. Ideally, teachers should retain responsibility for their own in-service education and through this, for their personal career development. Arguably, until all professional needs can be met by the teacher taking action himself, it may not be possible for him to attain his full professional potential.

2.7.2 Mentoring

Mentoring offers a wide range of advantages for the development of the Mentee or Protégé , coaching as described above being just one of the possible benefits of the relationship. The mentor may occasionally be the individual's immediate manager, but usually it is a more senior manager in the same or a different function. Kram in Derek et al, (2008) identified two broad functions of mentoring, the first of which is the career function, including those aspects of the relationship. That primarily enhances career advancement, such as exposure, visibility and sponsorship. The second is the psychological function, which includes those aspects of the relationship that primarily enhance a sense of competence clarity of identity and effectiveness.

More recently Fowler and Ogoman in Derek et al, (2008), on the basis of research with both mentors and mentees, describe eight individual mentoring functions which are: role modeling; strategies and systems advices; personal and emotional guidance ; coaching ; advice ; personal and emotional guidance; coaching ; advocacy; career development facilitation; learning facilitation and friendship. Whilst Arnold in Derek et al (2008) found that the most common advantages of mentoring were perceived as role modeling and counseling. There is evidence that

mentoring does benefit both parties (Mentors and mentees). Johnson et al and Broadbridge in Derek et al, (2008), suggest that mentors can gain through recognition from peers, increased job satisfaction, rejuvenation, admiration and self – satisfaction. The drawbacks to mentoring that were revealed in Broadbridge's research include the risk of over- reliance, the danger of picking up bad habits, the fact that the protégé may be alienated from other sources of expertise and the sense of loss experienced when a mentor leaves. In addition, the difficulty of dealing with conflicting views in such an unequal relationship was identified. Perceived benefits, however, considerably overweighed any drawbacks. Meggison in Derek et al, (2008), identifies the issue of dysfunctional mentoring and the danger of assuming that mentoring is unquestionably good.

Managers are also seen as responsible for developing talent and while a mentor / protégé relationship might not naturally occur, mentorship may be encouraged or formalized. For example there are systems where all new graduates are attached to a mentor as soon as they join the organization. The difficulties of establishing a formal programme include the potential mismatch of individuals, unreal expectations on both sides and the time and effort involved.

Teacher Mentoring

As a means of guiding and supporting practitioners to ease them through difficult transitions, teacher mentoring is essential for unblocking impediments to change by building self-confidence and self-esteem as well as directing, managing and instructing, Fletcher, (2000). Although the definition of mentoring can vary, and may overlap with that of coaching, we follow the definition given by Hobson, Ashby, Malderez and Tomlinson: the one-to-one support of a novice or less experienced practitioner by a more experienced practitioner, designed primarily to assist the development of the mentee's expertise and to facilitate their introduction into the culture of the profession and into the specific local context Hobson, Ashby, Malderez & Tomlinson, (2009, p. 207). Although teacher mentoring has several benefits, essentially it helps novice teachers become successful in their teaching profession and enhances retention outcomes in the long term Wilkin, (1992); Ingersoll & Kralik, (2004). Some authors claim that it also serves to enhance teaching quality and retention outcomes among both novice and experienced teachers Washburn-Moses, (2010). Studies of the micro-practices of teacher mentoring dominate the literature on the subject. For example, there is research interest in standards and content-based mentoring Britton et al., (2000); Luft & Patterson, (2002). This is understandable

as processes and outcomes of teacher mentoring are related closely. The emphasis and focus on process (for example, roles and relationships) is also understandable as the fundamental nature of mentoring and its development and improvement are found at the micro practice level. One fine example of micro-practice is the concept of 'educative mentoring' espoused by Feiman-Neiser (1998, 2001), whereby novice teachers are helped to use their practice as a location for learning as they work together with experienced teachers in co-thinking relationships. Its three core tenets are (1) cultivating a disposition of inquiry; (2) focusing attention on student thinking and understanding; and (3) fostering disciplined talk about problems of practice Feiman-Neiser, (2001). However, what is still lacking is a critical understanding of context of teacher mentoring in terms of policy and social and cultural contexts, especially in Asian societies. Furthermore, with the trend toward school-based mentoring and standard-based reform gaining momentum in modern capitalist nations, an understanding of obligatory teacher mentoring becomes salient. And, although school-based mentoring has been around in many parts of the world since the 1980s and has played an important role in supporting initial teacher preparation, induction and early professional development of teachers Hobson et al., (2009), high-quality research into mentoring Rockoff, (2008) and policies that mandate its use in schools Smith, (2007) remains scarce.

In the field of education, the formal pairing of an expert teacher with a novice teacher whereby the experienced teacher is used as a knowledgeable and skilled resource for the novice is known as mentoring Campbell & Brummett, (2007). This professional development approach is a form of coaching that tends to be short-term and geared towards supporting and guiding beginning teachers or those new to a school or school system. Although there has been a growing interest in mentoring as teacher professional development, and many basic mentoring skills are now embedded in teachers' everyday work, much of the literature on mentorship focuses on dimensions of beginning teacher induction programs Ballantyne & Hansford, (1995); Feiman-Nemser & Parker, (1993); Glickman, (1991); Hargreaves & Fullan, (2000); Robbins, (1999). There is a need to further examine mentoring as professional development for all participants involved. It is well documented that "during initial training and in their first few years in the classroom, many teachers, perhaps even the majority, experience difficulties in learning to teach" Calderhead & Shorrock, (1997, p. 8). In an effort to address competency issues of new teachers, mentoring has become a widely popular response to meeting these needs and can appeal to the

learning needs of both mentors and mentees Ballantyne &Hansford, 1995; Blank & Sindelar, (1992); Hamel & Jaasko-Fisher, (2011). Darling-Hammond posits, "it's really important for beginners to have systematic, intense mentoring in the first year" Scherer, (2012). Engaging in the mentoring process can help novices to prepare themselves for teaching, developing a wide range of teaching and classroom management skills and gaining knowledge of students' learning processes Glickman, (1991). Experienced teachers can also gain pedagogically through mentorship experiences. Mentor teachers frequently acknowledge working with beginning teachers as a source of new ideas about curriculum and teaching Ganser, (1997). Mentor teachers can develop and improve their teaching by acquiring an inquiring stance and engaging in dialogue about teaching, validating their experiences as teachers Feiman-Nemser & Parker, (1993). Inquiry becomes personal as well as collegial, and professional relations are transformed. Many successful mentoring programs delineate specific roles and responsibilities of mentor teachers Ballantyne & Hansford, (1995); Ganser, (1997); Tomlinson, (1995). Lambert (2003) suggests that mentoring new teachers is an activity that can foster teacher leadership. Mentors are most often master teachers who are able to offer constructive criticism to assist new teachers to understand school policies and practices while offering advice for solving immediate problems Ballantyne & Hansford, 1995; Feiman-Nemser & Parker, (1993). While they are professional resources for knowledge and procedure, they may also act as role models, counsellors and coaches, encouraging and engaging in reflection with the mentee Blank & Sindelar, (1992). In order to help other teachers effectively, mentors must be thoughtful practitioners, continuously reflecting on selfpractice and professional knowledge Blank & Sindelar, (1992). Mentoring can be challenging and requires a significant investment of time and energy from both partners. Master teachers sometimes struggle with articulating the specifics of their actions and practices for comprehension by novices. Some research shows that mentoring can sometimes reinforce traditional norms and practices rather than promote best professional practices Feiman-Nemser & Parker, (1993). In addition, Feiman-Nemser (2001) warns, "mentors may withhold assistance due to the enduring belief that teaching is a highly personalized practice of finding one's own style" (p.1033). For this reason, mentors must be carefully chosen and provided with support and guidance throughout the mentoring process. Mentors who receive some form of mentoring training are more effective in their roles. Training should include opportunities for teachers to gain skills in observing, reflecting, and dialoguing about teaching in non-judgemental ways,

while providing models of effective mentoring Blank & Sindelar, 1992; Hussein, (2013). Engaging in mentoring training and the process of becoming an effective mentor is an additional professional development opportunity for teachers. Because the success of mentorships depends largely on the quality of the relationship between participants, it is important that mentors and mentees be matched up professionally Blank & Sindelar, (1992). Mentors must have an understanding of the adult learning process and be aware of the needs and developmental stage of the mentees so that they can fully support their growth and professional development Crasborn et al., (2009); Hussein, (2013).

Mentoring helps teachers to develop the capacity to identify, analyse and evaluate their own actions and practices to improve upon students' learning Glickman, (1991). As novices establish themselves as teachers and gain confidence in their practices and professionalism, they gradually decrease their need for mentorship. The benefits of mentoring, however, do not cease to exist when the mentoring experience ends. In fact, Coffey (2010) describes mentoring experiences as "relationships that multiply learning opportunities" because "after successful mentoring experiences, many share their knowledge and expertise with others" (p. 189). Mentoring is thus a powerful tool for engaging school staff in continuous profession

Mentor

A mentor is defined as "an experienced person in an organization or institution who trains and advises new employees or students" (oxford Dictionary). Crow and Mathews (1947) categorize the activities of a mentor as three types: professional development, psychological development and career development. As Fullerton and Malderez (1998) analyze, mentor has several roles to play. Mentor is a model who can inspire teachers and demonstrate lessons, helper who can assist mentee to get used to the particular professional culture, sponsor, supporter to mentees, and an educator who can act as a sounding board for articulation of ideas. Although the definition of mentoring can vary, and may overlap with that of coaching, we follow the definition given by Hobson et al (2007; P.207).

The one-to-one support of a novice or less experienced practitioner by more experienced practitioner, designed primarily t o assist the development of the mentees expertise and to facilities their introduction into the culture of the profession and into the specific local context.

Although teacher mentoring has several benefits, essentially it helps notice teachers become successful in their teaching profession and enhances retention outcomes the long term,

wilkin, (1992), Ingersoll and Kralik, (2004). Some authors claim that it also serves to enhance teaching quality and retention outcomes among both novice and experienced teachers, Washburn (2010). Studies of the micro practices of teacher mentoring dominate the literature of the subject. For example, there is research interest in standards and content-based mentoring, Britton et al (2000); Luft and Patterson (2002). This is understandable as processes and outcomes of teacher mentoring are related closely. The emphasis and focus on process (for example, roles and relationships) is also understandable as the fundamental nature of mentoring and its development and improvement are found at the micro practice level.

On fine example of micro-practice is the concept of 'educative mentoring' espoused by Feiman-Neiser (1998,2001), whereby notice teachers and helped to use their practice as a location for learning as they work together with experienced teachers in co-thinking relationships. Its three core tenets are;

1. cultivating a disposition of inquiry
2. focusing attention on students thinking and understanding; and
3. Fostering disciplined talk about problems of practice, Feiman-Neiser (2001). However what is still lacking is a critical of policy and social and cultural contents.

Furthermore, the content of school-based mentoring and standard based reform gaining momentum in modern capitalist nations, on understanding of obligatory teacher mentoring becomes salient. And, although school-based mentoring has been around in many part of The world the 1980s and has played an important role in supporting initial teacher preparation, induction and early professional development of teachers Hobson et al, (2009), high – quality research into mentoring, Rockoff, (2008), and policies that mandate its use in schools, Smith (2007) remain scare.

Teacher mentoring is implemented in two main ways: one-to-one mentoring and group mentoring. For one-to-one mentoring, novice teachers are assigned a mentor – an experienced colleague who is usually a gugan teacher-for about three years. The mentoring process covers all aspects of teaching, such as the discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking assignments. The mentee and mentor are expected to work closely, and the progress of the mentee is monitored closely not just by the mentor but also by the school leaders who hold the mentor accountable for the development of the teacher under his or her charge.

Beside the mentoring system for new teachers, there are other types of mentoring for teachers, such as ‘gugan teacher mentoring’ whereby those with the potential to become expert teachers are selected to undertake special training. Mentoring may take place not only on a one-to-one basis but also a group whereby novice teachers learn from their more experienced colleagues through daily collaboration and lesion observations.

Teacher collaboration primarily takes the form of either a ‘teaching-research group’ or a ‘lesson preparation group’. A teaching-research group consists of teachers who combine according to the subjects they teach (for example, Mathematics), while a lesson preparation group is made up of teachers of the same subject on the basis of the grade they teach (for example, Mathematics for JSS1). Each group has a group leader who is tasked to guide and coach the novice teachers in the group.

Mentoring occurs within the teaching – research group when the senior teachers guide the junior teachers in various teaching – research activities. The teachers may come together to discuss their teaching experiences, share ideas about a new theory or practice, discuss examination questions and problems encountered in teaching, share suggestions, and conduct research related to teaching. Net all activities of the teaching-research groups have to be face –to – face; some teaching- research group members engage in online discussing for greater flexibility and convenience. To encourage resource sharing, the materials and research findings of teaching research groups and lesson preparation groups are often uploaded onto the school’s own staff portal for all teachers for access. Teaching research groups also invite educational experts such as teaching research officers from the community university professors and senior teachers from other schools, to speak to, assist and mentor the teachers.

It is also not uncommon for teaching research groups of various schools in the same community to come together to be trained, and/or plan programs together and exchange ideas.

In-service education of teachers is considered unessential component of the teachers’ professional development in the country. It is defined as ‘a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improved their skills and assess and develop their professional approach’ Peron, (1991). In-service teacher training conducted for the teachers who are currently employed as classroom teachers aims at developing the necessary teaching competencies in the perspective teachers that need to be further consolidated and strengthened through continues in-service training programmes.

2.7.3 Staff Development and the Integration of Technology into Teaching and Learning.

Technological literacy has become one of the basic skills of teaching. The sheer increase in the availability of electronic resources in schools and classrooms makes it important for teachers to be prepared to effectively integrate technology into their instructional practices. Unfortunately the evidence suggests that technology is often poorly integrated with other classroom instructional activities. Word processing and basic-skills practice are the most frequent use of computers in instruction, whereas the use of applications that engage analytical thinking and problem solving through simulations and other media is relatively infrequent , Becker (1999), Hart et al, (2002).

Contrasts between traditional and innovative uses of technology serve to underscore the fact that teachers can use technology to support variety of instructional models that differ in the goals and approaches to learning and teaching (cognition and technology group at vanderbitt, 1996). Some of the debate over whether classrooms need computers and whether technology works hinge on the differences in philosophies of schooling, theories of learning, and visions of the role(s) of technology. For example, many initial uses of computer technology in schools mirrored the then dominant teacher oriented models of instruction in which students memorized facts and practiced procedures, Suppes and Morningstar, (1968). As conceptions of learning expanded beyond the acquisition of factual and procedural knowledge, individuals began exploring ways for technology to support models of instruction that emphasized students' development of conceptual understanding through processes that often required active engagement with complex academic content.

Available evidence suggests not that technology creates educational improvement but rather that educational improvement comes about through coherent instruction and assessment that support high quality student learning, Goldman et al, (2005). Technology can make it quicker or easier to teach the same things in routine ways, or it can make it possible to adopt new and arguably better approaches to instruction and/or change the content or context of learning. Decisions about when to use technology, what technology to use, and for what purposes cannot be made in isolation of theories and research on learning, instruction and assessment. The relevance of literature on learning, instruction, assessment and technology to the purpose of this review should be clear. It is critical to ask about the content of professional development related to technology and instruction. It is essential to separate and contrast professional development

focused on the integration of technology into instruction with professional development focused on learning about technology (e.g, what types of software and tools may be available) or professional development focused on learning how to use a particular piece of software, such as a browser, or a productivity tool, like a spreadsheet or a video capture or editing program.

Any attempt to evaluate professional development efforts for technology and instruction must of necessity examine what was the content focus of the professional development and what were the measures used to ascertain whether that professional development had an impact on teacher knowledge and behavior and/or specific student-learning outcomes. Treating technology as an omnibus- an undifferentiated variable in education and in the professional development of teachers- perpetuates on overly simplistic view of what it means to integrate technology into the instructional environment.

2.7.4 E- Learning and Blended Learning

As technology enables interesting and interactive presentation of distance learning materials , there is evidence of considerable enthusiasm on the part of organizations to pursue this approach to development and take advantage of the opportunities it presents. CIPD(2003) reports that one of the most significant changes in training over the last five years in the increased use of e- learning , although it is still most heavily used by IT Staff. However, by 2006 only a quarter of respondents to the learning and development CIPD survey said that it had significantly altered learning and training offerings. E-learning can be defined as "learning that is delivered, enabled or mediated by electronic technology' Soloman and Rolph in Derek et al, (2008). While e- learning has been characterized as requiring high investment in terms of hardware , software and design time, it has also been characterized as cost effective in the long run, with the ability to provide speedy and flexible training. IDS (2006: 6) identifies the main advantages of e-learning as flexible access across time and place; flexible use of content; consistent delivery; sustainable and easy to update.

E- Learning covers a wide range of approaches from using CD-ROMs to the organization intranet and the internet. Most sophisticated approaches do not confine e-learning to interactive learning at a distance. Increasingly, synchronous learning is used where all participants log on at the same time with a tutor or facilitator being available. Individual can progress through material alone or network with others to complete a task and use chat rooms and have a dialogue with the tutor. Video conferencing can also be used to bring participants together at the same time.

The concept of blended learning also has had much appeal recently, but this term can be interpreted in different ways. Some use it to indicate the blending of e-learning with face –to-face learning experiences, while others use it more broadly to indicate 'a range of ways that e-learning can be delivered when combined with multiple additional routes that support and facilitate learning.

2.7.5 Conference Training

This is sometimes conducted through conference or workshops. This is not highly formalized since the trainees are treated as participants and not just perceive recipients. The theme chosen for conferences must be relevant to the organization's objectives. The **Latin roots of the word "conference" means literally "bring together". A conference is a gat**hering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern.

A conference brings people together with common interest to participate in discussions of important information or ideas or listen to lectures to obtain information.

Conferences come in many shapes and sizes, but all need to be organized. While small and large, further reaching conferences have different needs. A conference needs to be planned in terms of location, space, timing, content and form, all need to be determined. Any conference needs to inform its intended audience of its existence and to be convinced that the audience will attend.

Conferences are held in so many places other than workplaces and neighborhoods of their participants, so that the people attending can focus on the topic at hand without distractions. Some conferences are held in another area of the country or the world for maximum concentration. It may also be held online, teleconferences bring people together through line video feeds, allowing people to discuss issues, hear presentations and network without leaving their homes or offices. Similar situations can be set up using internet, projectors and web cam.

Duration

A conference may last a few hours or several days. It may be a one-time event or regular events fix on participants depending on the type of conference paper that is being presented. In

conferences, there are different types of conference papers that are used during the presentation such as;

a. *Paper with respondent*: in this type of presentation, a speaker gives a 30 minutes paper, and the respondent gives a 15 minutes response to the paper. The speaker subsequently gives a 15 minutes reply to the conference.
b. *Panel presentation*: in this type of presentation panel session include 3-4 speakers, each to whom talks for 15-20 minutes. Panel may also have a discussant who comments on the paper/presentation individually and as a group.
c. *Roundtable:* a roundtable conference paper features five or more speakers of whom talks for 5-10 minutes.
d. *Workshop*: these sessions can vary in length from 90 minutes to one full day.
e. *Poster talks*: it gives the audience a chance to question the poster creator at a specified time.

In writing a conference paper the following are taken into consideration;

I. Transitions should be clear
II. Use appropriate punctuations
III. Identify quoted materials properly and avoid lengthen quotes and quoting to the much material.
IV. Read the text aloud to yourself as you revise.
V. Keep the essay focused because of time factor, since the presentation is done within 15-20 minutes.
VI. Find simple ways to discuss complex ideas.
VII. Anticipate questions and criticism.

Types of Conference

There are different types of conference which includes;

1. **Academic conference:-** most academic conferences are centered around a single and sometimes on a single topic within that subject. The format usually involves graduate students and academics presenting their research work and theories and defending, expanding or changing them in response to questions, criticisms and other feedback from colleagues. Academic conferences are often sponsored by the professional organization of the discipline involved.

2. **Professional association conferences:-** these type of conferences are similar to academic conferences in some ways, but presentations tend to be focused more on practical issues, both have to do with the actual work participants do, with regulations, findings and other forces that affect the profession.
3. **Training conference:-** a training conference is a type of conference that may be run by a professional association but is at least as likely to be conducted by an industry or organization, a state, federal agency or a local initiative. As the name implies, its purpose is training, and so it might include workshops on methods and techniques, information on new regulations or simply on exchange of experience and methods among people from a number of different organizations.
4. **Problem-related conference:-** this might be convened by almost any association, organization, institution or citizen groups to focus on a particular concern.

Uses of Conferences

Conferences play a vital role in all life situations, which include health, education, religion sectors etc. some of its uses include;

a. As a result of research, new findings, information, works, methods and ideas that are needed to be shared can only be accomplished through conference purposely because of that findings.
b. Conference also aids in informing and energizing people about an issue, to create a critical mass of concern about it or to develop strategies for approaching it.
c. Conference also aids in exchange of experience and methods among people from a number of different organizations.
d. In academic conference, besides the exchange of ideas, is also networking which in academia is a key to collaboration, funding employment and other professional benefits.
e. For a new field whereby due to several reasons still lack a clear identity, conference could bring together the people who are building it and help to define it.

Examples of Conferences

1. Edulearn 6^{th} international conference on education and new learning technologies. Conference topics are; social sciences and humanities, mathematics and statistics, business and economics, regional studies.

2. The creativity workshop in New York experimental conference helping people in discipline. Conference topics are; physical and life sciences, education, law, health and medicine, engineering and technology.
3. The Peterson women's health collaborative breast cancer awareness conference.
4. The Powell state health coalition conference on asthma in children.
5. Meeting of representatives of organization such as political party, ASUU, where political and educational matters are discussed.

2.7.6 Staff Seminar

Sometimes Selected topics for staff members are organized as part of school programmes, such seminars can contribute staff professional development. There may be the very knowledgeable and experienced teachers among his staff or in the community who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations.

Seminars are basically arranged to discuss current issues and problems or to share ideas. 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.

The chairman/chairperson of the seminar guides, directs, coordinates and organizes the discussion in a systematic manner in order to optimize time, resources and get more benefits. 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 themes to be discussed, dates and time need to be communicated to participants giving adequate time for preparation including the date, time, and theme presentation.

All the papers received for presentation need to be classified and made available at die requisite time in the format required to facilitate clear presentation. A report of the proceedings of the seminar needs to be prepared and distributed to all the participants of different institutions

for their observations and to further channelize the thoughts through certain experiments, activities or teaching.

2.7.7 On-the-job Training

On-the-job training refers to a structured system of training that occurs in the work place, Rothwell and Kazanas, (1994). On-the-job training may also be called instruction training.

***On-the-job learning*:-** knowledge learned on the job without assistance; what the learner does on his/her own to gain information and skills on the job. This is not structured and usually happens without a trainer and organizational control, Rothwell and Kazanas, (1994).

Unstructured on-the-job training:- this is a more informal system of job shadowing where the trainee follows the trainer around and either observes the work or performs the work, Rothwell and Kazanas, (1994).

This also involves coaching as an informal approach to individual development based on the relationship between the individual and one other person either internal or external to the organization. The coach is often the immediate manager who is experienced in the task. The manager as coach helps trainees to develop by giving them the opportunity to perform an increasing range of task, and by helping them to learn from their experiences. Managers work to improve the trainee's performance by asking, searching questions, actively listening, discussion, exhortation, encouragement, understanding, counseling and providing information and honest feedback.

While formal learning opportunities have taken center stage in policy arena, some researchers have also focused on how teachers learn from their colleagues on the job, outside of formal professional development activities. Work addressing on-the-job learning opportunities suggests that learning is fostered when professionals work alongside others, asking questions and gathering information, observing colleagues and giving and receiving feedback.

Teachers on-the-job learning opportunities may occur throughout the school day in a wide variety of activities, including conversations between teachers in the hallway, interactions with students, planning session with colleagues and meeting with parents. While we acknowledge that all of these instances may be important to individual teachers' development, the primary focus of this piece is on those learning opportunities that involve interaction between colleagues, as studies have indicated that such activities constitute important potential learning opportunities, Little,(2002), Smylie,(1995).

The extant literature on teacher collaboration indicates that learning is fostered when teachers engage in conversations about new materials, Davis,(2003), discuss strategies for effective teaching, Brownell, Yeargar, Rennels, & Relly, (1997), Little,(2003), push one another to experiment around new initiatives, Davis,(2003), work collaboratively to share expertise, Little,(2003), Smylie,(1995), and interpret policy messages. Recent work by Goddard, Goddard, and Tschannen-Moran, (2007), suggested that "the more teachers collaborate, the more they are able to converse knowledgeably about theories, methods and processes of teaching and learning and thus improve their instruction",(p.879). further, this work explored the empirical links between teacher collaboration and student achievement and, while the authors' operationalization of collaboration also included teachers' participation in decision-making, they found that higher levels of teacher collaboration were associated with higher students achievement on high-stakes tests in both maths and reading, after controlling for school and individual factors. Goddard et al, (1999), found that when teachers engage in peer observation and feedback, opening their practice up to scrutiny by a colleague, they learned about their colleagues' teaching practices and were encouraged to "ask questions about their practice and to view it in a more analytical fashion"(p.754).

Studies have also suggested the strength of interpersonal relationships may be important when it comes to learning from interactions with colleagues. Social interactions, and specifically advice seeking, are associated with transfer if information, which is essential for learning and knowledge development. Frank et al, (2004), Reagans & McEvily,(2003), Uzzi,(1997). In schools strong ties support teachers' joint sense-making about instructional policy and reform, which can enable high-fidelity implementation, Coburn, (2001), Spillane, (1999).

2.7.8 Off – The Job Training

This is the type of training that can be conducted outside the working environment. It has the advantage of bringing together trainees from various areas of specialization and are not therefore as introspective as In-house courses and are popular for tropical issues. It is however, often relatively expensive and superficial, despite its value as a source of organizational folklore, by which we mean the swapping of experiences among course members.

The most valuable courses of this type are those that concentrate on specific skills or knowledge, such as developing time management, disciplinary skills or being introduced to a new national initiative. This short-course approach is probably the only way for individuals to

come to terms with some new development such as change in legislation , because they need not only to find an interpretation of the development but also to share views and reactions with fellow trainees to ensure that their own feelings are not idiosyncratic or perverse.

2.8 Educating Teachers for Diversity

Individual teachers in individual classrooms play an important role in providing equity of opportunity to learn and in ameliorating racism, but more comprehensive conceptions of multicultural capture the schools crucial role as well. Banks (1993:6) defines multicultural Education as a total school reform effort designed to increase education equity for a range of cultural ethnics and economic groups.

Vision education for a multicultural society on the other hand strive for equity of opportunity to learn, largely through the conveyance of three practice heterogeneous grouping highly interactive instruction that appeals to a wide variety of learning styles, and inclusive curricula. A constructivist understanding of education in which learners architects of meaning permeates this collaboration vision of education.

Shaw, 1993, Grant 1990, both noted from a multicultural perspective, all Students should receive an education that continuously affirms human diversity that embrace the history and culture of all racial groups and that teaches people of colour to take charge of their own destinies with regard to teaching; a multicultural perspective assumes that teachers will hold high expectation for all students and that they will challenge those student who are trapped in the cycle of poverty and despair to rise above it.(p.31) Chisholm (1994) notes that multicultural education "is as essential to teaching as nurturing is to human development" She states: To be Effective and equitable , teachers education, students must understand and appreciate human diversity" When preparing teachers for multicultural classroom, emphasis should be placed on a broad education in the liberal arts, an initial course in multicultural education, infusion of multicultural setting and assessment of the cultural competency of each pre-service student.

The task facing programmes of Teachers education is enormous for it is no less than preparing pre-service students to serve as effective teachers for all students to participate in the realization of inclusive conception of schooling. Educating teachers for cultural and linguistic diversity means that teacher's education programmes must emphasis cultural sensitivity, linguistic diversity and instructional strategies for teaching culturally diverse student. (Parla, 1994) crucial importance in undertaking this task is the understanding that multicultural

education is for all learners, all classrooms, and all education institution – regardless of demographic composition or geographical location in cities, suburbs, small towns and rural areas.

In a comprehensive review of the literature, Zeichner, (1993) identifies 16 key elements of effective teacher education for diversity. Twelve of these elements provide the organizational framework for educating teachers for diversity. Each element is a piece of jigsaw puzzle of multicultural teacher education, just as a puzzle must be completed in order to see the big picture, the education of teachers for diversity must be addressed in a holistic manner. The twelve elements are as follows:

1. Pre-service education students are helped to develop a clear sense of their own ethnic and cultural identities.
2. Pre-service education students are helped to examine their attitudes towards other ethno cultural and racism and how to deal with in the classroom,
3. Pre-service education student are taught about the dynamics of privilege and economic oppression and about school practices that societal inequalities
4. The teacher education curriculum addresses the histories and contributions of various ethno cultural groups.
5. Pre-service education students are given information about the characteristics and learning styles of various groups and individuals. They are taught about limitation
6. The teacher education curriculum gives much attention to socio- cultural research knowledge about the relationships among language, cultural and learning.
7. Pre-service education students are taught various procedures by which they can gain information about the communities represented in their classrooms.
8. & 9 Pre-service education: Students are taught how to assess the relationships between the methods they use in the classroom and the communities. They are taught how to use various instruction strategies and assessment procedures sensitive to cultural and linguistic variations, and how to adapt classroom instruction and assessment to accommodate the cultural resources, that their students bring to school.
10. Pre-service education students are exposed to example of successful teaching of ethnic and language.

11. Instruction is embedded in a group setting that provides both intellectual challenge and social supports.

To be truly effective, multicultural education whether in elementary and secondary schools or in teacher education programme, must be part of a total school improvement effort. Such efforts require a great deal of planning, collaboration, implementation, strategies and evaluation. Anything less may lead to inadequate results.

Ladsau – Billing (1995)notes "too many teacher educators (and teachers) believe that they can implement an effective multicultural education programme without effective fundament change in the classrooms and schools in which they teach; this belief contributes to the superficial and trivial treatment of issues of race, class and gender in elementary and secondary school classroom. (p. 755).

2.9 Evaluation of Staff Development Programmes

One of the most nebulous and unsatisfactory aspects of the training job, is evaluating its effectiveness, yet it is becoming more necessary to demonstrate value for money.

Evaluation is straight forward when the output of the training is clear to see, such as reducing the number of dispatch errors in a warehouse or increasing someone's typing speed. It is more difficult to evaluate the success of a management training course or a programme of social skills development, but the fact that it is difficult is not enough to prevent it from being done.

A familiar method of evaluation is the post- course questionnaires, which course members complete on the final day by answering vague questions that require them to assess aspects of the course using only such general terms as 'good', 'very good' or 'outstanding'. The drawbacks with such questionnaires are first, that there is a powerful halo effect, as the course will have been , at the very last, a welcome break from routine and there will probably have been some attractive fringe benefits such as staying in a comfortable hotel and enjoying rich food.

Second, the questionnaire tends to evaluate the course and not the learning, so that the person attending the course is assessing the quality of the tutors and the visual aids, instead of being directed to examine what has been learned.

Hamblin in Derek et al (2008) in a much –quoted work, identified five (5) levels of evaluation.

(1) Evaluation in the training (Post- course questionnaire)
(2) Evaluating the learning (how the trainee now behaves)
(3) Evaluating changes in job performance
(4) Evaluating changes in organization performance
(5) Evaluating changes in the wider contribution that the organization now makes.

Perhaps the most well- referenced approach to evaluation is Kirkpatricks (1959) who suggested four (4) levels of evaluation, somewhat similar to Hablin:

(1) Reaction Level
(2) Learning level(have the learning objectives been met)
(3) Behaviour (how has the individual's behavior changed back in the job)
(4) Result and impact on the bottom line (what is the impact of training on performance)

Bramley (1996), suggest that performance effectiveness can be measured at individual, team and organizational levels, and that change in behavior, knowledge, skills and attitudes needs to be considered. He makes the worthwhile point as do others that the criteria for evaluation need to built into development activities from the very beginning and not tagged on at the end.

Lingham and his co- researchers (2006) provide a good example on how this can be done in practice. They describe an action research project where evaluation was built in from the outset and involved collaboration between organizational leaders, trainers' participants and evaluators. A four-phrase approach was used:

- Phrase 1: Design of Training Programmes (organizational Leaders, trainers and evaluators agree design and methods to obtain feedback from participants after the initial runs of the training programme).
- Phrase2: Launch and evaluation of initial programme (training conducted and agreed methods used to collect participants' views).
- Phase3: Feedback and design of evaluation instrument (organizational leaders, trainers and evaluators meet to review feedback and failed notes and adapt the training programme where necessary. A survey instrument designed for evaluation of future iterations of the programme).

- Phase4: Ongoing training and evaluation (Training programme conducted with new design / content, evaluation survey used and results feeback into phase 3).

While organization may desire a measure of the impact of training on the organization, in practice this appears to be rarely achieved. Sadler – Smith et al. in Derek et al(2010) found in their study that the reason for evaluating training were more often operational than strategic, and they state that evaluation information was used 'mostly for feedback to individuals, and to inform the training process, and less for return on investment decisions.

2.10 Motivation

Educators like the rest of the population, are motivated to better themselves for various reasons. In common however, educators are motivated to better their students. According to the National Foundation for the Improvement of Education (NFIE) that teachers take charge of their learning: transforming professional development for students' success. (Renyi. 1996). 73% of 800 teachers surveyed engaged in professional growth to improve student achievement. Improving teaching skills was a motive for 55 percent of teachers and increasing their own knowledge was the motive fuelling 34 percent of teachers' professional growth. Clearly most teachers want to improve their practice to improve their students learning.

The importance of teacher learning can't be overemphasized and teachers can incorporate the connection into their rethinking of their motivation as independent learners. The connection between ongoing teacher learning and school quality has been significantly researched. Findings indicate that teachers' learning is essential to qualify schools and there is a strong connection between student results and staff from learning communities. Hord, (1997). If teachers learning are essential to qualify schools, it becomes essential for the individual teacher to independently learn for their own professional practice. Although many teachers have assumed this responsibility, more schools would be true learning communities if the number were higher.

As Fullam, (1993) state "Every person is a change agent" in quality education. (p.24). Linking independent learning to student achievement is indeed a motivating factor.

In addition, the future learning organization suggests benefit to teachers who rethink other motivations. Traditionally, self- motivation focused on attainable goals within the class rooms, schools and community, such as improving student performance, acquiring tenure and achieving professional recognition.

2.11 Pedagogy

If teachers see learners as the "empty vessel" to be filled with knowledge, how does this affect both their teaching and their professional learning? Teachers who believe the teacher must improve knowledge will find it difficult to independently learn without the direction of authority. Such a stance makes it difficult to transfer responsibility from teacher to learner. In contrast, teachers who believe in a constructive approach to learning are more comfortable with self-direction and independent learning.

In constructivism, the learner creates understanding from experiences with peers and resources and reflects upon those experiences. Learning occurs because the learner actively engages in finding solutions to relevant questions or problems. Students are viewed as thinkers and are given the opportunity to take responsibility for their own learning.

2.12 Finding Time for Professional Development

A fundamental lesson learned in the past decade of school reform efforts is that far more time is required for professional development and cooperative work than is now available in fact time has emerge as the key issue in every analysis of school change, appearing in the last decade. (Fullam and Meles, 1992). Teachers' professional development in a climate of educational reforms must address the additional challenges implementing educational standards, working with diverse population and changing forms of student assessment. Clearly, teachers "need more time to work with colleagues to critically examine the new standard being proposed, and to revise curriculum, they need opportunities to develop, master and reflect on new approaches to working with children". (Coreatan, 1995).

Mcdramid (1995)echoes the connection between new expectations for teachers and the element of time. "The changes teach must take to meet the goals of reforms entail much more than learning new techniques. They go to the core of what it mean to teach, because these changes are mementoes, most teachers will require considerable time to achieve them.".(p.2)

Professional development can no longer be viewed as an event that occurs on a particular day of the school year, rather it must become part of the daily work life of educators, teachers and administrators, and other school system, employees need time to work on a study groups, conduct action research participate in seminars, coach one another, plan lessons together and meet for other purposes. Fine (1994) States that; school change is the result of both individual and organizational development; unfortunately, implementing a professional development plan is

often hampered by other perception of teacher's work. According to McDramid (1995) although, reform has changed, expectation for teachers work has not changed. They continue to think that teachers are working only when they are worth their student. As a result, there is support for providing the time and resources teachers are require for teachers to change their practice (p.2), Castle and Watts (1992) explain that the traditional view of teachers working is governed by the idea that the time with student is of singular value, that teachers are primary delivers of content, that curricular planning and decision making rest at higher levels of authority and that professional development is unrelated to improving instruction. (p.2). This limited view of teaching does not allow opportunities for teachers to participate in curriculum development, hear and share successful method of reaching students, discuss comprehensive and efficient ways to implement standards and continue their own leaning.

Education must respond to the changing needs of students and their teachers just as business has reacted to its changing needs by implementing employee training. When professional development is redefined as a central part of teaching, most decision and plans related to embedding professional development in the daily work life of teachers will be made at the local school level. Some reformers have recommended that at least 20 percent of teachers work time should be given to professional study and collaborative work, instead of being devoted exclusively to discrete in- service days, this time must be virtually every school day and must be closely linked to the day-to-day demands of teaching. (E.g collaborative lesson planning, assessment of student work. School work must create time for professional development as an integral part of teachers' professional life.

The reality that teachers will likely require more than 20 percent of their work time for learning and collaboration if they are to be successful in implementing ambitious reform initiatives. The National Education Association (1994) recommends that 50 percent of teachers' time be given to professional development. School systems need to strive towards the goal by "thinking outside the Box", to revamp the working conditions of teachers so that they will have the support required planning and implementing ambitious reform.

In addition to finding creative ways to carve out time for staff development, educators also must explore the most efficient ways to use whatever time is available, using technology is one example. Fine (1994) notes "technologies can support and broaden professional learning communities and help teachers make better use of their time through a range of technologies e.g.

the internet and video – audio conferencing, teachers can access both instructional resources and collegial networks. (p 5-6). Some formats enable teachers to participate when it is convenient for them. Electronic mail and bulletin boards enable teachers to share information and solve problems with colleagues at any time. In addition, video conferencing enables teachers to connect to different sites without spending time and money on travel.

2.13 Empirical studies

The empirical studies employed in this works are based from the studies conducted by other researchers in relation to the research topic of this study. As there is no direct relationship with the researcher's work but it is mentioned and used because it covers elements that relate with the research topic of this study.

In the research conducted by Gunu et al (2013) on the impact of training and development as a tool for organizational performance with a case study of selected banks in Nigeria. The objective of their study was to examine whether employees' training and development enhances work efficiency in the banking industry. Primary data were used for the study, which were generated through the use of questionnaires. The study took a sample of 395 respondents from a population of 35,386 from the five banks used as case study. Simple random technique was used to select the respondents. Data collected were analyzed using descriptive statistics, and Pearson's moment correlation. Multiple regression was employed to test the hypothesis. Major findings indicated that there is a positive correlation among all the variables. Result of model summary shows that the independent variables account for 39.1% of the variation in organizational performance. The result in the coefficient table however, indicated that only three variables were significant: organizational commitment to Training and Development, frequency of Training and Development and reward for best performance. The study therefore concluded that for training and development to have significant impact on organizational performance, employees need to be motivated during training programs. It was recommended that banks should introduce reward system for outstanding performance so as to motivate employees to always put in their best during each training session.

From the work of Adesola et al (2013) who examined the relationship staff training and job satisfaction among Nigerian banks employees with special reference to selected banks in Osogbo metropolis. Structured questionnaire was used to collect data from eighty (80) respondents through simple random sampling method. Pearson product moment correlation

coefficient was employed to know the relationship between staff training and job satisfaction, while multiple regression was used to determine the effect. The result showed staff training has positive significant relationship with job satisfaction. The study also revealed that the influence of age, working experience and qualification have a strong association with job satisfaction of Nigerian banks' employees. Subsequently, recommendations were made that management should increase budget for staff training and also staff training must be in line with organizational objectives.

In the study carried out by happiness et al (2014) on the impact of training and development on organizational effectiveness in public sector in Nigeria. The study sought to determine the nature of the relationship between training/development and organizational effectiveness. The increase in job satisfaction and reduce employee turnover are the benefits of training and development in public sector. Interpersonal and teamwork are the effect of training /development on organizational performance. The study concluded that effective training is an investment in the human resources of an organization, with both immediate and long range returns. They however stated that, mere investment is not enough; organization need to manage training programmes more effectively that they can get the highest returns from their investment. The study recommends that organizations should make training and development of their employees a regular activity. Training has to involve more than just basic skill development. That is, to use training to gain competitive advantage, organizations should view training broadly as a way to intellectual capital.

In the study conducted by Afolabi et al (2014) on staff training, development and Nigerian banks performance. The study attempted to breach the gap by establishing the effect of staff training and development on organization performance. A sample of 384 employees of Nigerian banks were selected using mean. The hypothesis was tested using Z-score result of -0.0586, 0.0302, 0.0903, -0.0552, 0000, -0.0498, 0.0312, -0.00370. And by looking at the normal distribution value, the probability of obtaining such Z value is extremely small. Therefore the null hypothesis was rejected that staff training and development does not influence bank performance. And for better understanding by lay people, T-score was also computed. In order to determine the reliability of attitude of the respondent, coefficient of variation was also computed. The result of the study was statistically significant as the P. value for Z-score was less than 50%. We suggested that in order to trigger off staff exceptional performance, the idea of contract staff

should be jettisoned because despite receiving training, they still see themselves as being discriminated against by the organization and always ready to quit at slightest opportunity. Also organization programme of activities should emphasize staff training and orientation training for new employees.

2.14 Summary

It is a fact that an important sign of a long-range health of a nation is the spirit and quality of its teachers. There is no substitute for teachers who are dedicated to their students' lack of meaningful staff development programme and adequate motivation has been demoralizing the teachers in Kaduna State, where such teachers have been taking appointments with other organizations whose pay and general condition of service is very high and conducive. The Kaduna State Ministry of Education has experienced a drain of teachers. For example in 1990 – 1994 some teachers took up appointments with organizations such as the immigration service, Customs service, Prison service to mention but a few. It is in order to control the situation that the Kaduna State Ministry of Education is emphasizing the importance of getting the very best teachers and motivating them to enhance their performance in the classroom. This is done through the opportunity for teachers to go for in-service training and attending workshops and seminars.

The researcher has no doubt that the study will be of great importance and useful to the ministry of Education and all stake holders in education. It is the researchers' desire and inspiration that the study will give way for interested individuals to expand on the study.

The study attempted to bring out the importance of staff development and the motivation of teachers in secondary schools. It is hoped that the Kaduna State Ministry of Education will identify the teachers' basic need as contained in the programme and the motivating factors as postulated by Abraham H. Maslow and Herabergs. We should remember that no organization could expect normal behavior of teachers in abnormal condition.

The researcher is of the option that no good teaching can be given to students if the motivation and staff development programmes are very low for teachers. Therefore, teachers in secondary school in Kaduna State should be properly motivated so that their moral could be high to enable them improve their teaching performance in the school

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the procedures followed in carrying out the study. Thus, the chapter contains the research design of the study, population sample, sampling techniques, instrument for data collection and method of data analysis.

3.2 Research Design

The research design adopted for this study is the survey method. According to Abdullahi, (1995), "a survey research is a form of descriptive research used when dealing with a very systematic collection of data or information from population or a sample of the population through the use of interviews, opinion scale, questionnaires and / or observation". Ijaya, (2000), also opinion that "a survey research is a study which involves an investigation on an entire population of people or items by collecting data from samples drawn from population and assuming that these samples are true representatives of the entire population.

The study was designed to point out the significance of staff development programs on the performance of secondary school teacher in Kaduna metropolis in order to enhance teacher's effectiveness and efficiency in the classroom.

3.3 Population of the Study

All the 38 government owned secondary schools in Kaduna metropolis and the 94 registered private secondary schools in Kaduna metropolis form the population of the study. The total number of teachers in the government secondary schools in Kaduna metropolis is one thousand four hundred and twenty-seven (1,427), while that of the registered private secondary schools is two thousand four hundred and thirty-eight (2,438). The total population of the study is three thousand eight hundred and sixty-five (3,865). (see appendix B)

3.4 Sample and Sampling Technique

The researcher adopted the stratified random sampling technique to arrive at sixteen private secondary schools and twelve government secondary schools in Kaduna metropolis. The list of the sampled schools is given below:

3.4.1 Sampled Private Secondary Schools

1	Zabib sch. Ungwan Dosa	18
2	Uncle Bado sch. Ungwan Sarki GRA	26
3	The Corinthians int'l sch. Badarawa	19
4	Supreme int'l sch. Ungwan Muazu	22
5	Lukman Foundation School Malai	27
6	Marilyn model sch. Kabala west	17
7	Queen school Tudun wada.	21
8	Oore oofe Baptist sch. Tudun Nupawa	28
9	Betty Queen S/crescent	25
10	Winners comp. sch. Ungwan Rimi	25
11	Chrisdom sec. sch. Kigo road.	16
12	Kaduna Grammar sch. Rigasa	13
13	Model int'l sch. Kurmin Mashi	33
14	Nawaruddeen model coll. Katsina Road.	33
15	Sheik Abdu Gwandu College Ogbomoao Road	26
16	Ansaruddeen College Bidda Road	28
	TOTAL	**374**

3.4.2 Sampled Government Secondary Schools

GGSS Kawo (senior)	43
GGSS Kabala Costain (Junior)	48
GGSS Ungwan muazu (Senior)	50
GGSS Ungwan Sarki (Senior)	25
KASSESS	55
Capital School Kaduna	167
Rimi College Kaduna	90
Sardauna Memorial College Kaduna	90
Government College Kaduna	79
AMMGJSS Ungwan Shanu	19
GJSS Tudun Nupawa	34
GJSS Rigasa Junior (main)	22
TOTAL	**722**

Total number of sampled respondents in both private and government schools was one thousand and ninety-six (1,096).

Stratified random sampling is very good and appropriate when our population is large and heterogeneous, so that the entire population can be divided into sub – groups or classes called strata. Each sample is then selected randomly from each stratum to make the population sample for the study.

3.5 Instrumentation

The instrument adopted for this research was 5 likert scale questionnaire with 10 items in line with each objectives making a total of 50 questions.

3.6 Validity of the Instrument

The instrument was given to experts in the field of Educational Administration and Planning to help look at the construct, coverage and language of the instrument.

3.7 Reliability of the Instrument

The data collected from the pilot study was subjected to reliability test using the statistical package for social sciences (SPSS). The reliability of the instrument is to help ascertain the consistency of the respondents in the opinions on the items in the questionnaire. The data obtained from the administration was analyzed and the reliability coefficient of 0.77 was established, which means that the instrument can be considered reliable and consistent for the study.

3.8 Pilot Study

A pilot study was conducted in one of the sampled schools in Kaduna metropolis. Ten (10) questionnaires were given to ten (10) respondents to ensure that the instrument is free of ambiguity.

3.9 Procedures for Data Analysis

The data collected was analyzed using various statistical methods. Section A, which contains the bio-data variables of the respondents was subjected to frequency distribution and simple percentages. Section B, contains statement of items generated from issues that form the objectives of the study. They are multiple choice statements and the 5-likert scales were adopted to assign the nominal values. That is;

Strongly agree (SA)	5 points
Agree (A)	4 points
Undecided (UD)	3 points
Strongly disagree (SD)	2 points
Disagree (D)	1 point

The mean value of 5,4,3,2 and 1 is 3.0, the cut-off point was fixed at 3.0. Therefore, any items that receive a mean score rating of 3.0 and above will be regarded as strongly agree (SA).

3.10 Administration of Instrument

The researcher personally administered the questionnaire in some of the selected secondary schools with a letter of notification from the Kaduna state Ministry of education (the inspectorate division), and private schools board Kaduna.

Due to distance, transportation and time constraints the researcher employed the services of research assistants to help administer the questionnaires in areas where she couldn't reach.

Table 3.4.3: Administered and Returned Questionnaires for Government owned Secondary Schools

S/NO	Names of government secondary schools	Copies of Questionnaires administered	Copies of Questionnaires returned
1	Govt. Girls Sec. Sch. Kawo (Senior)	15	14
2	Govt. Girls Sec. Sch. Kabala Costain (Junior)	14	13
3	Govt. Girls Sec. Sch. Ungwan Muazu (Senior)	15	14
4	Govt. Sec. Sch. Ungwan Sarki (Senior)	14	14
5	KASSES	14	14
6	Capital School	15	14
7	Sardauna Memorial College	14	13
8	Rimi College Kaduna	14	14
9	Govt. College Kaduna	15	14
10	AMM GJSS Tudun Shanu	14	14
11	Govt. Junior Sec. Sch. Tudun Nupawa	14	13
12	Govt. Junior Sec. Sch. Rigasa (Main)	15	14
	TOTAL	**173**	**165**

Table 3.4.4: Administered and Returned Questionnaires for Private Secondary Schools

S/NO	Names of private secondary schools	Copies of Questionnaires administered	Copies of Questionnaires returned
1	Zabib School Ungwan Dosa	15	14
2	Uncle Bado School Ungwan Sarki GRA	14	14
3	The Corinthians Int'l Sch. Badarawa	14	14
4	Supreme Int'l Sch. Ungwan Muazu	14	13
5	Lukman Foundation Sch. Malali	15	14
6	Marilyn Model Sch. Kabala West	14	13
7	Queen Sch. Tudun Wada	14	14
8	Oore Oofe Baptist Sch. Tudun Nupawa	14	14
9	Betty Queen Sardauna Crescent	15	14
10	Winners Comprehensive Sch. Ungwan Rimi	14	14
11	Chrisdom Sec. Sch. Kigo Road	14	13
12	Kaduna Grammar School Rigasa	14	14
13	Model Int'l Sch. Kurmin Mashi	14	14
14	Nawairuddeen Model College Katsina Road	14	14
15	Sheik Abdu Gwandu College Ogbomoso Road	14	14
16	Ansaruddeen College Bidda Road, Kaduna	14	14
	TOTAL	**227**	**221**

Total number of questionnaires administered in both private and government secondary schools was four hundred (400), i.e 173+227=400

Total number of questionnaires retrieved in both private and government secondary schools was three hundred and eighty-six (386), i.e 165+221=386

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents the analysis of data collected for this study on the impact of staff development programes on the performance of teachers of secondary schools in Kaduna metropolis. The results are tabulated using frequency counts and percentages of the bio-data of respondents (principals and teachers) and opinions of respondents on section B-F of the questionnaire. Finally, summary of major findings and discussion of findings were made in this chapter.

4.2 Bio-data Variable of the Respondents.

This section gives a descriptive analysis of the bio-data of the respondents involved in the study. The bio-data variables are five in number namely; status, gender, ownership of school, type of school and location of school. The bio-data serve as important tools in the statistical analysis of each of the hypotheses. The bio-data variable are presented in table 4:2:1

Table 4.2.1: Bio-Data Analysis of the Respondents

Bio-Data of Respondents	Categories	Frequency	Percentage
Status	Principal	179	46.4
	Teacher	207	53.6
	Total	**386**	**100**
Gender	Male	184	47.7
	Female	202	52.3
	Total	**386**	**100**
Ownership of school	Private	199	51.6
	Public	187	48.4
	Total	**386**	**100**
Type of school	Day	186	48.2
	Boarding	164	42.5
	Boarding/day	36	9.3
	Total	**386**	**100**
Location	Rural	245	63.5
	Urban	141	36.5
	Total	**386**	**100**

From the table 4:2:1 three hundred and eighty six respondents were made up one hundred and eight, four males (47.7%) and two hundred and two females (52.3%).

The tabular presentation of result also shows that out of the total respondents, one hundred and seventy-nine (179) representing 46.4% were principals and two hundred and two (202) representing 52.3% were teachers.

In providing information on the ownership of school, the table 4.2.1 shows that one hundred and ninety-nine (199) representing 51.6% are private which one hundred and ninety-nine (199) representing 51.6% are private while one hundred and eighty-seven (187) representing 48.4% are public.

Schools are classified into three categories. Day schools are 186 (48.2%), boarding schools are 164 (42.5%) and boarding/day 36 (9.3%).

Finally, in gathering information on the location of schools from the respondents reveals that a total of two hundred and forty-five (245) representing 63.5% fall into the rural areas, while the urban areas have a total of one hundred and forty-one (141) which represents 36.5%.

4.3. Section B: Opinions of Respondents on the Impact of In-Service on the Performance of Teachers of Secondary Schools in Kaduna Metropolis

In this section, the descriptive analysis of the responses of principals and teachers on items 1 to 10 on the impact of in-service training on the performance of teachers in secondary school in Kaduna metropolis are given. The data obtained are presented in a table. Thus, table 4.1 gives the details.

Table 4.1: Opinions of Respondents on the Impact of In-Service on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA		A		U		SD		D		Mean	SD
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	Through in-service teachers in my school learn how to plan lesson well and this enables them to perform better in class.	287	74.4	89	23.1	_	_	_	_	10	2.5	4.67	.731
2	Through in-service teachers in my school master their subjects and this improves their performance in class.	144	37.3	228	59.1	4	1.0	_	_	10	2.6	4.28	.733
3	Through in-service teachers in my school learn how to control their classes and this enhances their performance in class.	103	26.7	261	67.6	12	3.1	_	_	10	2.6	4.16	.712
4	Through in-service teachers in my school learn how to introduce and present lesson and it helps in improving their capacity hence improved performance in class.	99	25.6	251	65.0	26	6.7	_	_	10	2.6	4.11	.739
5	Through in-service teachers in my school learn how to evaluate lessons, hence improve their performance in class.	121	31.1	213	55.2	24	6.2	28	7.3	_	_	4.11	.810
6	Through in-service teachers in my school learn questioning techniques which helps to improve their performance in class.	98	25.4	210	54.4	48	12.4	30	7.8	_	_	3.97	.831
7	Through in-service teachers in my school learn how to carry out formative evaluation of students.	100	25.9	207	53.6	27	7.0	38	9.8	14	3.6	3.88	1.019
8	Through in-service teachers in my school learn how to carry out summative evaluation of students.	154	39.9	168	43.5	24	6.2	32	8.3	8	2.1	4.11	.985
9	Through in-service teachers' knowledge increases and this helps to enhance their performances in class	134	34.7	198	51.3	14	3.6	36	9.3	4	1.0	4.09	.918
10	Through in-service teachers in my school learn how to effectively communicate and this enhances their performances in and outside class.	162	42.0	149	38.6	14	3.6	51	13.2	10	2.6	4.04	1.104

The data collected on item 1 in table 4.1 shows that two hundred and eighty –seven (74.4%) of the respondents strongly agreed that through in-service training, teachers in secondary schools learn how to plan lesson well and this enables them to perform better in class. On the other hand, eighty-nine (23.1%) of the respondents agreed and ten (2.6%) of the respondents did not agree that through in-services training, teachers in secondary schools learn how to plan lesson well. This implies that more respondents agree that through in-service training, secondary school teachers learn how to plan lesson well which enables them to perform better in class.

A higher percentage of respondents represented by two hundred and twenty eight (59.1%) opined that through in-service training, teachers in secondary schools master their subjects which improves their performance in class. While a substantial number of one hundred and forty – four (37.3%) respondents strongly agreed with the statement. A total of ten (2.6%) disagreed with the statement. A total of ten (2.6%) disagreed with the statement while four (1.0%) remain neutral on their opinion.

Analysis of the data collected on opinions of respondents on item 3 shows that two hundred and sixty-one (67-6%) agreed that through in-service training, secondary school teachers learn how to control their classes and this enhances their performance in the class. One hundred and three (26.7%) strongly agree, a total of ten (2.6%) disagree to the statement while twelve (3.1%) remain neutral on the opinion.

Data collected on item 4 of Section B of the questionnaire shows that two hundred and fifty-one representing 65.0% agree with the statement, ninety-nine (25.6%) of the respondents strongly agree with this statement, ten (2.6%) of the respondents disagree while twenty-six (6.7%) did not decide.

One hundred and twenty- one (31.3%) of the respondents strongly agreed on the on item 5, two hundred and thirteen (55.2%) agreed twenty-four (6.2%) are neutral, while twenty – eight (7.3%) strongly disagree with the statement.

The analysis on the opinions of respondents on item 6 shows that ninety – eight (25.4%) strongly agreed with the statement, two hundred and ten (54.4%) agreed, thirty (7.8%) strongly disagreed with the statement while forty – eight (12.4%) are neutral.

One hundred and sixty – eight (43.5%) of the respondents agreed with the statement on item 8, one hundred and fifty-four (39.9%) strongly agreed, twenty – four (6.2) are neutral, while four (2.1%) disagree and thirty-two (8.3%) strongly disagreed.

A high number of the respondents with one hundred and ninety-eight representing 51.3% agreed with the statement on item 9, one hundred and thirty-four (34.7%) strongly agreed, fourteen (3.6%) are neutral, four (1.0%) disagreed while thirty-six (9.3%) strongly disagreed.

The data collected on item ten shows that one hundred and sixty - two (42.0%) strongly agreed with the statement, one-hundred and forty-nine (38.6%) agreed, ten (2.6%) disagreed, fifty-one (13.2%) strongly disagree and fourteen (3.6%) are neutral.

4:4 Section C: Opinions of Respondents on the Impact of Seminar on the Performance of Secondary School Teachers in Kaduna Metropolis.

In this section the descriptive analysis of the responses of principals and teachers items 11-20 section C of the questionnaires items which was mainly to examine the impact of seminar training on the performance of secondary school teachers in Kaduna metropolis. The data obtained are presented in table 4.2.

Table 4.2: Opinions of Respondents on the Impact of Seminar on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA		A		U		SD		D		Mean	SD
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
11	Through seminar teachers in my school learn how to plan lesson well and this enables them to perform better in class.	129	33.4	154	39.9	48	12.2	55	14.2	_	_	3.92	1.013
12	Through seminar teachers in my school master their subjects and this improves their performance in class.	58	15.0	201	52.1	28	7.3	55	14.2	44	11.2	3.45	1.233
13	Through seminar teachers in my school learn how to control their classes and this enhances their performance in class.	81	21.0	167	43.3	13	3.4	77	19.9	48	12.4	3.40	1.345
14	Through seminar teachers in my school learn how to introduce and present lesson and it helps in improving their capacity hence improved performance in class.	104	26.9	132	34.2	26	6.7	67	17.4	57	14.8	3.41	1.421
15	Through seminar teachers in my school learn how to evaluate lessons, hence improve their performance in class.	127	32.9	94	24.4	45	11.7	61	15.8	59	15.3	3.44	1.464
16	Through seminar teachers in my school learn questioning techniques which helps to improve their performance in class.	82	21.2	166	43.0	27	7.0	69	17.9	42	10.9	3.46	1.299
17	Through seminar teachers in my school learn how to carry out formative evaluation of students.	85	22.0	150	38.9	35	9.1	72	18.7	44	11.4	3.41	1.321
18	Through seminar teachers in my school learn how to carry out summative evaluation of students.	109	28.2	131	33.9	26	6.7	75	19.4	45	11.7	3.48	1.381
19	Through seminar teachers' knowledge increases and this helps to enhance their performances in class	11	28.8	126	32.6	18	4.7	84	21.8	47	12.2	3.44	1.412
20	Through seminar teachers in my school learn how to effectively communicate and this enhances their performances in and outside class.	130	33.7	81	21.0	8	2.1	72	18.7	95	24.6	3.20	1.641

From table 4.2, the data collected on item 11 of the questionnaire shows that one hundred and fifty-four (39.9%) of the respondents agreed with the statement, one hundred and twenty-nine (33.4%) strongly agreed, while fifty –five (14.2%) strongly disagreed, forty – eight (12.2%) remain neutral.

Opinions of respondents on items 12 show that two hundred and one (52.1%) agreed with the statement that through seminar teachers master their subjects and this improves their performance in class, fifty-eight (15.0%) strongly agreed, fifty – five (14.2%) strongly disagreed, forty-four (11.2%) disagreed, while twenty-eight (7.3%) remain undecided.

Respondents' opinion on item 13 show that through seminars, teachers learn how to control their classes and this enhanced their performances in the class. This is because a total of eighty – one (21.0%) strongly agreed, one hundred and sixty –seven (43.3%) agreed, seventy – seven (19.9%) strongly disagreed, forty-eight (12.4%) disagreed and thirteen (3.4%) were undecided.

Analyses of respondents' opinions on item 14 shows that one hundred and four (26.9%) strongly agreed, one hundred and thirty –two (34.2%) agreed, but sixty-seven (17.4%) and fifty seven (14.8%) disagreed while twenty-six (6.7%) were undecided.

One hundred and twenty-seven (32.9) strongly agreed with the statement that through seminar, secondary school teachers learn how to evaluate lessons, hence improve their performance, ninety-four (24.4%) agreed, sixty-one (15.8%) and fifty-nine (15.3%) have contrary opinions while forty-five remain neutral in their opinions. Eight-two (21.2%) of the respondents strongly agreed with the statement on item 16, which stated that through seminar, secondary school teachers learn questioning techniques which helps improve their performances in class. However, one hundred and sixty –six (43.0%) agreed with the statement, twenty – seven (7.0%) were undecided while sixty – nine (17.9%) and forty – two (10.9%) of the respondents disagreed and strongly disagreed, respectively.

Eighty – five (22.0%) of the respondents strongly support the statement on items 17 which stated thus: through seminar teachers learn how to carry-out formative evaluation of students. One hundred and fifty (38.9%) support this view, thirty – five (9.1%) are neutral, a total of seventy- two (18.7%) strongly disagreed with the statement and forty-four (11.4%) disagreed with the statement.

A total of one hundred and nine (28.2%) of the respondent strongly agreed with the statement on item 18, one hundred and thirty-one agree with the statement, twenty-six (6.7%) of the respondents were undecided, a total of seventy-five (19.4%) and forty-five (11.7%) disagreed and strongly disagreed respectively.

One hundred and eleven, representing 28.8% of the respondents strongly agree with the statement on item 19, one hundred and twenty-six (32.6%) agreed with the statement, eighteen (4.7%) were undecided and eight-four (21.8%) disagreed with the statement, forty - seven (12.2%) also strongly disagreed with the statement.

A total of one hundred and thirty representing 33.7% of respondents have a strong support for the statement on item 20, eighty - one (21.0%) agreed with the statement, eight (2.1%) were neutral, but a total of seventy-two which represents 18.7 disagreed with the statement and ninety-five strongly disagreed with the statement.

4.5 Section D: Opinions of Respondents on The Impact of Workshops on The Performance of Secondary School Teachers in Kaduna Metropolis.

In this section descriptive analysis of the responses of principals and teachers on items 21- 30 of the questionnaire items was carried out on the impact of workshop training on the performance of secondary school teachers in Kaduna metropolis. The data obtained are presented in table 4.3.

Table 4.3: Opinion of Respondents on the Impact of workshops on the Performance of Teachers in Secondary Schools in Kaduna Metropolis

S/N	Item statement	S A		A		U		SD		D		Mean	SD
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
21	Through workshops teachers in my school learn how to plan lesson well and this enables them to perform better in class.	268	69.4	61	15.8	_	_	42	10.9	15	3.9	4.36	1.163
22	Through workshops teachers in my school master their subjects and this improves their performance in class.	168	43.5	153	39.6	4	1.0	38	9.8	23	6.0	4.05	1.173
23	Through workshops teachers in my school learn how to control their classes and this enhances their performance in class.	144	37.3	170	44.0	23	6.0	23	6.0	26	6.7	3.99	1.132
24	Through workshops teachers in my school learn how to introduce and present lesson and it helps in improving their capacity hence improved performance in class.	118	30.6	195	50.5	8	2.1	35	9.1	30	7.8	3.87	1.173
25	Through workshops teachers in my school learn how to evaluate lessons, hence improve their performance in class.	121	31.3	164	42.5	16	4.1	39	10.1	46	11.9	3.71	1.324
26	Through workshops teachers in my school learn questioning techniques which helps to improve their performance in class.	148	38.3	107	27.7	31	8.0	78	20.2	22	5.7	3.73	1.310
27	Through workshops teachers in my school learn how to carry out formative evaluation of students.	116	30.1	123	31.9	55	14.2	55	14.2	37	9.6	3.59	1.307
28	Through workshops teachers in my school learn how to carry out summative evaluation of students.	130	33.7	143	37.0	32	8.3	35	9.1	46	11.9	3.72	1.334
29	Through workshops teachers' knowledge increases and this helps to enhance their performances in class	109	28.2	166	43.0	11	2.8	65	16.8	35	9.1	3.65	1.296
30	Through workshops teachers in my school learn how to effectively communicate and this enhances their performances in and outside class.	170	44.0	116	30.1	8	2.1	31	8.0	61	15.8	3.78	1.471

A total of two hundred and sixty-eight which represents 69.4% of the respondents strongly agreed with the statement on item 21, sixty-one (15.8%) agreed, forty - two (10.9%) strongly disagreed and fifteen (3.9%) disagreed.

One hundred and sixty –eight (43.5%) of the respondents hold a strong support for the statement on item 22, one hundred and fifty-three (39.6%) agreed four (1.0%) were neutral, thirty-eight (9.8%) strongly disagreed and twenty – three (6.0%) disagreed.

One hundred and forty – four (37.3%) of the respondents strongly agreed with the statement on item 33, one hundred and seventy (44.0%) agreed, twenty – three (6.0%) were undecided, twenty-three (6.0%) strongly disagreed and twenty –six disagree with the statement.

One hundred and eighteen (30.6%) of the respondents strongly agreed, one hundred and ninety – five (50.5%) agreed with the statement on item 24, eight (2.1%) were undecided, thirty – five (9.1%) strongly disagreed, and thirty (7.8%) disagreed with the statement.

A total of one hundred and twenty – one (31.3%) of the respondents strongly agreed with the statement on item 25, one hundred and sixty-four (42.5%) agreed, sixteen (4.1%) were undecided, thirty – nine (10.1%) and forty – six (11.9%) disagreed and strongly disagreed, respectively.

One hundred and forty – eight (38.3%) of the respondents strongly agree with the statement on item 26, one hundred and seven (27.7%) agree with the statement, thirty-one (8.0%) were neutral while seventy- eight (20.2%) strongly disagreed and twenty-two (5.7%) disagreed with the statement.

One hundred and sixteen (30.1%) of the respondents strongly agreed with the statement on item 27, one hundred and twenty-three (31.9%) agreed. Fifty-five (14.2%) are undecided, fifty – five (14.2%) strongly disagreed, and thirty-seven (9.6%) disagreed with the statement.

One hundred and thirty representing 33.7% of the respondents strongly agreed with the statement on item 28, one hundred and forty-three representing 37.0% agreed, thirty-two (8.3%) hold neutral opinion, while thirty-five (9.1%) strongly disagreed and forty-six (11.9%) disagreed with the statement.

One hundred and nine (28.2%) strongly agreed with the statement on item 29, one hundred and sixty –six (43.0%) agreed, eleven (2.8%) are undecided while sixty-five (16.8%) strongly disagree and thirty – five disagreed with the statement.

One hundred and seventy (44.0%) of the respondents strongly agreed and hundred and sixteen (30.1%) agreed, eight (2.1%) were undecided while thirty-one (8.0%) strongly disagreed and sixty-one (15.8%) disagreed with the statement on item 30.

4.6 Section E: Opinions of Respondents on the Impact of Conferences on the Performance of Secondary School Teachers in Kaduna Metropolis.

In this section the descriptive analysis of responses of principals and teachers on items 31-40 of the questionnaire was carried out to examine the impact of conference training on the performance of secondary school teachers in Kaduna metropolis. The data obtained are presented in table 4.4.

Table 4.4 Opinions of Respondents on the Impact of Conferences on the Performance of Teachers in Secondary Schools in Kaduna Metropolis

S/N	Item statement	SA		A		U		SD		D		Mean	SD
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
31	Through conferences teachers in my school learn how to plan lesson well and this enables them to perform better in class.	84	21.8	81	21.0	77	19.9	88	22.8	56	14.5	3.13	1.370
32	Through conferences teachers in my school master their subjects and this improves their performance in class.	35	9.1	106	27.5	36	9.3	105	27.2	104	26.9	2.65	1.366
33	Through conferences teachers in my school learn how to control their classes and this enhances their performance in class.	20	5.2	113	29.3	58	15.0	102	26.4	93	24.1	2.65	1.269
34	Through conferences teachers in my school learn how to introduce and present lesson and it helps in improving their capacity hence improved performance in class.	17	4.4	109	28.2	37	9.6	139	36.0	84	21.8	2.58	1.230
35	Through conferences teachers in my school learn how to evaluate lessons, hence improve their performance in class.	18	4.7	136	35.2	33	8.5	118	30.6	81	21.0	2.72	1.269
36	Through conferences teachers in my school learn questioning techniques which helps to improve their performance in class.	70	18.1	58	15.0	50	13.0	125	32.4	83	21.5	2.76	1.417
37	Through conferences teachers in my school learn how to carry out formative evaluation of students.	74	19.2	78	20.2	74	19.2	85	22.0	75	19.4	2.98	1.404
38	Through conferences teachers in my school learn how to carry out summative evaluation of students.	36	9.3	142	36.8	34	8.8	98	25.4	76	19.7	2.91	1.334
39	Through conferences teachers' knowledge increases and this helps to enhance their performances in class	82	21.2	62	16.1	62	16.1	93	24.1	87	22.5	2.89	1.465
40	Through conferences teachers in my school learn how to effectively communicate and this enhances their performances in and outside class.	80	20.7	84	7.0	27	7.0	123	31.9	72	18.7	2.94	1.454

In providing information on opinions of respondents on the impact of conferences on the performance of secondary school teachers in Kaduna metropolis, it is evident in table 4.4 that Eight-four (21.8) respondents strongly agreed with the statement on item 31, eighty-one (21.0%) agreed, seventy-seven (19.9%) were undecided while eighty eight (22.8%) strongly disagreed and fifty-six (14.5%) disagreed with the statement.

A total of thirty-five (9.1%) respondents strongly agreed with the statement on item 32, one hundred and six (27.5%) agreed, thirty-six (9.3%) have neutral opinions and, one hundred and five (27.9%) disagreed with the statement.

Twenty (5.2%) respondents strongly agreed with the statement of item 33 one hundred and thirteen (29.3%) agreed with the statement, fifty-eighty (15.0%) were undecided, one hundred and two (26.4%) strongly disagreed, and ninety-three (24.1%) disagreed with the statement.

Seventeen (4.4%) respondents strongly agreed, one hundred and nine (28.2%) agreed, thirty-seven (9.6%) undecided, one hundred and thirty-nine (36.0%) strongly disagreed, and eighty-four (21.8%) disagreed with item 34.

Eighteen (4.7%) respondents strongly agreed, one hundred and thirty-six (35.2%) agreed, thirty-three (8.5%) were neutral, one hundred and eighteen (30.6%) strongly disagreed and eighty one disagreed with the statement on item 36. However, seventy (18.1%) strongly agreed with the statement on item 36, fifty-eight (15.0%) agree, fifty (13.0%) were undecided, one hundred and twenty-five (32.4%) strongly disagreed and eighty-three (21.5) disagreed with the statement.

Seventy-four (19.2%) of the respondents strongly agree with the statement on item seven, seventy-eight (20.2%) agreed, seventy-four (19.2%) were undecided, eighty-five (22.0%) strongly disagree and seventy-five (19.4) disagree with the statement on item 37.

Thirty-six (9.3%) respondents strongly agreed, one hundred and forty-two (36.8%) agreed with the statement on item 38, thirty-four (8.8%) were neutral, ninety-eight (25.4%) strongly disagreed and seventy-six (19.7%) disagree with the statement.

Eighty-two (21.2%) respondents strongly agreed and sixty-two (16.1%) agreed with the statement on item 39. A total of sixty-two (16.1%) hold neutral opinions while ninety-three (24.1%) strongly disagree and eighty seven (22.5%) disagree with the statement.

A total of eighty respondents representing 20.7% strongly agree with the statement on item 40, eighty four (21.8%) agreed, twenty-seven (7.0%) were undecided, one hundred and twenty-three (31.9%) strongly disagreed and seventy-two (18.7%) disagreed with the statement.

4.7 Section F: Opinions of Respondents on the Impact of Mentoring on the Performance of Secondary School Teachers in Kaduna Metropolis.

In this section the descriptive analysis of the responses of principals and teachers on items 40-50 of the questionnaire, which was conducted on the impact of mentoring on the performance of secondary school teachers in Kaduna metropolis. The data obtained are presented in the table 4.5.

Table 4.5: Opinions of Respondents on the Impact of Mentoring on the Performance of Teachers in Secondary Schools in Kaduna Metropolis

S/N	Item statement	SA		A		U		SD		D		Mean	SD
		Freq.	%	Freq.	%	Freq	%	Freq.	%	Freq.	%		
41	Through mentoring teachers in my school learn how to plan lesson well and this enables them to perform better in class.	163	42.2	90	23.3	40	10.4	66	17.1	27	7.0	3.77	1.338
42	Through mentoring teachers in my school master their subjects and this improves their performance in class.	66	17.1	136	35.2	59	15.3	92	23.8	33	8.5	3.28	1.241
43	Through mentoring teachers in my school learn how to control their classes and this enhances their performance in class.	80	20.7	123	31.9	33	8.5	79	20.5	71	18.4	3.16	1.438
44	Through mentoring teachers in my school learn how to introduce and present lesson and it helps in improving their capacity hence improved performance in class.	73	18.9	124	32.1	48	12.4	64	16.6	77	19.9	3.13	1.424
45	Through mentoring teachers in my school learn how to evaluate lessons, hence improve their performance in class.	81	21.0	118	30.6	65	16.8	71	18.4	51	13.2	3.28	1.336
46	Through mentoring teachers in my school learn questioning techniques which helps to improve their performance in class.	72	18.7	131	33.9	58	15.0	89	23.1	36	9.3	3.30	1.267
47	Through mentoring teachers in my school learn how to carry out formative evaluation of students.	62	16.1	134	34.9	43	17.1	75	19.4	49	12.7	3.22	1.284
48	Through mentoring teachers in my school learn how to carry out summative evaluation of students.	93	24.1	131	33.9	43	11.1	73	18.9	46	11.9	3.39	1.349
49	Through mentoring teachers' knowledge increases and this helps to enhance their performances in class	105	27.2	123	31.9	62	16.1	62	16.1	34	8.8	3.53	1.284
50	Through mentoring teachers in my school learn how to effectively communicate and this enhances their performances in and outside class.	24	32.1	90	23.3	37	9.6	70	18.1	65	16.8	3.36	1.500

The result as presented on table 4.5 shows that a total of one hundred and sixty-three (42.2%) of the respondents strongly agreed with the statement on item 41, ninety (23.3%) a total of forty (10.4%) were undecided, sixty-six (17.1%) strongly disagreed with the statement.

A total number of sixty-six (17.1%) of the respondents strongly agree with the statement on item 42, one hundred and thirty-six (35.28) strongly disagreed and thirty-three (8.5%) disagreed with the statement.

The data collected on item 43 showed that eighty (20.7%) of the respondents strongly agreed with the statement, one hundred and twenty-three (8.5%) were undecided while seventy-nine (20.5%) strongly disagreed and seventy-one (18.4%) disagreed with the statement.

In response to item 44, a total of seventy-three (18.9%) respondents strongly agreed with the statement, one hundred and twenty-four (32.1%) agreed, forty-eight (12.4%) have neutral opinions, sixty-four (16.6%) strongly disagreed and seventy-seven (19.9%) disagreed with the statement.

A total of eight-one (21.0%) of the respondents strongly agreed with the statement on item 45, one (18.4%) strongly disagreed and fifty-one (13.2%) disagreed with the statement.

In response to item 46, a total of seventy-two (18.7%) respondents strongly agreed, one hundred and thirty-one (33.9%) agreed, fifty-eight (15.0%) were undecided, eighty-nine (23.1%) strongly disagree and thirty-six (9.3%) disagree with the statement.

The data collected on item 47 show that sixty-two (16.1%) of the respondents strongly agreed with the statement, one hundred and sixty-four (34.7%) agreed, sixty-six (17.1%) were neutral, seventy-five (19.4%) strongly disagreed and forty-nine (12.7%) disagreed with the statement.

Ninety-three (24.1%) of the respondents strongly agreed with the statement on item 48, one hundred and thirty-one (33.9%) agreed, forty-three (11.1%) were undecided, seventy-three (18.9%) strongly disagreed, forty-six (11.9%) disagreed with the statement.

A total of one hundred and five (27.2%) of the respondents strongly agreed with the statement on item 49, one hundred and twenty-three (31.9%) agreed, sixty-two (16.1%) were undecided, sixty-two (16.1%) strongly disagreed and thirty-four (8.8%) disagreed with the statement.

Finally, a total of one hundred and twenty-four (32.1%) of the respondents strongly agreed with the statement on item 50, ninety (23.3%) agreed, thirty-seven (9.6%) were

undecided, seventy (18.1%) strongly disagreed and sixty-five (16.8) disagreed with the statement.

4.8 Summary of Major of Findings

1. There is a significant positive correlation between in-service training programme and the performance of secondary school teachers. Thus, in-service has both intrinsic and extrinsic benefits to teachers resulting from the ability to perform a task with better skills and increased job performance. In-service training helps teachers to have a deep understanding of subject knowledge, improve quality of classroom instruction and helps teachers to grow professionally.
2. Seminar programmes enhanced teachers' instructional task performance and afford them the opportunity to enrich themselves and get abreast with new knowledge or ideas. Seminar also gives opportunity to professionals to fulfill their potentials by learning new skills and developing their abilities to the fullest.
3. Conferences improve teachers instructional task performance and to improve teachers' performance and productivity which in turned help to improve students' academic performance.
4. There is a direct correlation between workshop training programme and the instructional task performance of secondary school teachers because the programme helped to improve teachers', instructional effectiveness and quality of service through improved performance and upgraded their content knowledge, skill and practices.
5. There is a relationship between mentoring and effective instructional task performance of teachers because mentoring helps to meet the immediate pedagogical needs of practicing teachers and also motivate them to master the basic skills of teaching.

4.9 Discussions of the findings

This study was designed to determine the impact of staff development programmes on the instructional task performance of secondary school teachers in Kaduna metropolis, Nigeria. Based on the major objective, five specific objectives, research questions and hypotheses were raised. The study revealed that staff development programmes has impact on instructional task performance of secondary school teachers in Kaduna metropolis.

Based on the first research objective, research question and hypothesis, the study revealed that in-service training programmes has impact on the instructional task performance of secondary school teachers in Kaduna metropolis. This outcome may however be influenced by the rating scale which gives more weights to strongly Agreed as opposed to Strongly Disagree, and the fact that majority of the respondents strongly agreed to the questionnaire items. The study therefore conforms to the position of Locke (1984) who declared that in-service training is accepted as an effective method if increasing the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teaching education once they have received their certification in teaching and are employed in a professional position. This study is also in line with the position of Murillo (1999) who stated that the in-service training is understood to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovations. Finally, the study confirms the position of Akinyemi (1991) who holds the view that a well-designed in-service education could help to revitalize the practicing teacher or teacher educator (or supervisor).

The findings in relation to the second research objective, research question and hypothesis also showed that seminar training programmes has impact on the instructional task performance of secondary school teachers in Kaduna metropolis. This implied that seminar training programmes enhance instructional task performance of secondary school teachers in Kaduna metropolis. This finding might have been influenced by the fact that majority of the respondents responded positively and the rating scale favours the positive responses. The study is thus in line with the position of Oyebade, (2008) where he stated that seminars can contribute to staff professional development. The study also confirms with his finding which established that a positive correlation exists between lack of staff seminar and the failure rate teachers performance. This is because the implication of his finding is that the use of staff seminar will enhance teacher instructional performance. Therefore, to be successful, secondary school teachers in Kaduna metropolis has to apply training acquired from seminar for their instructional task performance.

In line with the third research objective, research question and hypothesis, the study established that conference programmes has impact on the instructional task performance of secondary school teachers in Kaduna metropolis. This outcome is likely to have been influenced by the large number of respondents who responded positively to the questionnaire items and also

the fact that the negative responses also carry weights that have influence in the determination of the mean scores of each of the questionnaire items as well as the grand mean.

The data collected in relation to the fourth research objective, research question and hypothesis showed that workshop training programmes help to improve the individual, instructional effectiveness and quality of service through improved performance. This implied that workshop training ensure the success of secondary school teacher instructional task performance. This finding might have been influenced by the fact that majority of the respondents responded positively and the rating scale which favours the positive responses. The outcome of this study is an indication that workshop trainings are among the indicators of secondary schools teachers performance. The findings of this study therefore agreed with Jolles (2005) who reported that a training workshop is a type of interactive training where participants carryout a number of training activities rather than passively listen to a lecture or presentation. The study is also in line with the view expressed by Joseph **(**2009) who stated that workshops typically include some hands-on practice by the learner, and can be very practical means to learn a certain technique or procedure.

Finally, the fifth research objective, research question and hypothesis revealed that mentoring has influence on the instructional task performance of secondary school teachers in Kaduna metropolis. This outcome may however be influenced by the rating scale which gives more weights to strongly Agreed as opposed to Strongly Disagree, and the fact that majority of the respondents strongly agreed to the questionnaire items. This finding implies that mentoring helps to meet the immediate pedagogical needs of practicing teachers and also motivate them to master the basic skills of teaching and provide better professional services to students and the general stakeholders. This study conforms to Johnson et al and Broad bridge in Derek et al, (2008), who hold the view that mentors can gain through recognition from peers, increased job satisfaction, rejuvenation, admiration and self – satisfaction. The study is also in line with Wilkin, (1992); Ingersoll & Kralik, (2004) who stated that teacher mentoring has several benefits, essentially it helps novice teachers become successful in their teaching profession and enhances retention outcomes in the long term. Finally, this study is in line with Feiman-Nemser & Parker, (1993) who opined that mentor teachers can develop and improve their teaching by acquiring an inquiring stance and engaging in dialogue about teaching, validating their experiences as teachers.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter looks at the summary, conclusions recommendations and suggestions for further studies**.**

5.2 Summary

Chapter one sets the tune for the study. It provided the background information for the study and described the problems the research investigated. Five research objectives and questions were developed to guide the researcher. The objectives of the study were to find out the impact of staff development programmes on the instructional task performance secondary school teachers in Kaduna metropolis. The staff development programmes examined in this study includes in-service, seminars, conferences, mentoring and workshops. Five null hypotheses were also formulated. The study covered all secondary schools in Kaduna metropolis and is significant because it will help to improve the researcher's profession as a teacher. The study will also help educational administrators to include staff training in to the policies of their institutions.

Chapter two focused on analyzing the works of several scholars regarding the issues that form the objectives of the study. The conceptual framework provided a base as it explored the concepts of staff development, staff development and performance, importance of staff development programmes and staff development programmes for teachers. Scholarly works on the variables such as in-service, seminars, conferences, workshops and mentoring were reviewed. An empirical study of related works to show the relationship of the study to previous study was carried out. It revealed some similarities to the present research, but its uniqueness in terms of scope and variables were highlighted.

Chapter three covered the research methodology. The research design used was the descriptive survey method. The population of the study was 3,865 teachers across the government owned secondary schools and registered private secondary schools in Kaduna metropolis. A sample of 400 teachers was randomly selected from 16 private secondary schools and 12 governments owned secondary schools. A questionnaire titled "opinions of respondents on the impact of staff development progarmmes on the performance of teachers of secondary

schools in Kaduna metropolis containing 50 items was developed to collect data for the study. The instrument was validated by lecturers in the department of Educational Administration and Planning, Ahmadu Bello University, Zaria. A pilot study was carried out before it was finally deployed to the field.

Chapter four presented the analysis of the data in form of frequency tables and percentages. The research questions were answered using mean scores. One of the major findings was the study showed that staff development programmes such as in-service, seminars, conferences, workshops and mentoring help to enhance the instructional task performance of teachers of secondary schools.

5.3 Conclusions

The following conclusions were drawn from the study:

1. In-service training has a positive impact on teachers' professional development because it exposes serving teachers with out-dated teaching techniques and substandard knowledge of subject matter to content and modern methods of teaching.
2. Teachers create understanding from experiences with peers and resources and reflect upon those experiences. Teachers get actively engaged in finding solutions to relevant problems as they affect teaching, therefore seminars afford them the opportunity of providing solutions to questions and problems during teaching and learning.
3. There is a positive correlation between conference training and teacher professional development. Since conferences primarily bring people with common interests together, teachers can afford to discuss issues, ideas and work that focus on a topic of mutual concern. As a result, new findings, information, works and methods are accomplished through conferences.
4. Workshops help to update knowledge and improve the skills of teachers in their subject areas. It exposes teachers to new procedures, new policies, new topics or subjects, new communication systems and new teaching methods.
5. Teacher mentoring helps to develop teachers' expertise and also helps to facilitate effective instructional delivery.

5.4 Recommendations

Based on the findings and conclusions in the study, the researcher came up with the following recommendations:

1. There is need for policy makers and administrators to strengthen and revise staff development programmes policy that all staff shall be encouraged through training to develop the potential and enhance their efficiency on the job. This will enable the employees feel and believe that their organization believes in employee development through training and actually supports it;
2. Administrators should organize periodic seminars and workshops, and employ the services of professionals and resource persons from universities or ministry of education to present papers and answer questions posed by teachers;
3. The educational regulatory bodies should organize training conferences to provide teachers the opportunities of acquiring new skills, methods and techniques of instructional delivery;
4. Administrator should employ academic mentors to help novice teachers become successful in their teaching profession; and
5. Teacher mentoring services could include content-based mentoring or expertise development mentoring.

5.5 Suggestions for Further Studies

Due to the findings, implications and limitations of this study, the researcher made the following suggestions for further studies:

1. Similar study should be carried out in other states across the country;
2. A comparative study should be carried out on the impact of professional development programmes on students' achievement so as to provide valuable information on the correlation of staff training programmes and students learning needs;
3. A study should be carried out on the evaluation of staff development programmes so as to help educational administrators and policy makers to check the effectiveness of the training programmes and to find out areas that need improvement;
4. Studies should be carried out on the effect of lack of funding or sponsorship for teachers' on- the-job training with a view to finding sponsorship or partnership with educational regulatory/funding institutions; and

5. Research should be carried out on finding appropriate time for professional development training to map out a time frame interval proportional to the training programme applied for.

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Appendix A

QUESTIONNAIRE ON THE IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS OF SECONDARY SCHOOLS IN KADUNA METROPOLIS

Tick in the appropriate box that relates to you.

Section A: Bio-Data

1. Status
   a. Principal ( )
   b. Teacher ( )
2. Gender
   a. Male ( )
   b. Female ( )
3. Ownership of school
   a. Private ( )
   b. Public ( )
4. Type of school
   a. Day ( )
   b. Boarding ( )
   c. Boarding/Day ( )
5. Location of school
   a. Rural ( )
   b. Urban ( )

Section B: Opinions of Respondents on the Impact of In-Service on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA	A	U	SD	D
1	Through in-service training teachers in my school learn how to plan lesson well and this enables them to perform better in class.					
2	Through in-service training teachers in my school master their subjects and this improves their performances in class.					
3	Through in-service teachers learn how to control their classes and this enhances their performance in the class.					
4	Through in-service training teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
5	Through in-service training, teachers in my school learn how to evaluate lessons, hence improve their performance.					
6	Through in-service training, teachers in my school learn questioning techniques which helps to improve their performances in class.					
7	Through in-service training, teachers in my school learn how to carry out formative evaluation of students.					
8	Through in-service training, teachers in my school learn how to carry out summative evaluation of students.					
9	Through in-service training, teachers' knowledge increases and this helps to enhance their performances in class					
10	Through in-service training, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Section C: Opinions of Respondents on the Impact of Seminar on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA	A	U	SD	D
11	Through seminar teachers in my school learn how to plan lesson well and this enables them to perform better in class.					
12	Through seminar, teachers in my school master their subjects and this improves their performances in class.					
13	Through seminar teachers learn how to control their classes and this enhances their performance in the class.					
14	Through seminar teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
15	Through seminar, teachers in my school learn how to evaluate lessons, hence improve their performance.					
16	Through seminar, teachers in my school learn questioning techniques which helps to improve their performances in class.					
17	Through seminar, teachers in my school learn how to carry out formative evaluation of students.					
18	Through seminar, teachers in my school learn how to carry out summative evaluation of students.					
19	Through seminar , teachers' knowledge increases and this helps to enhance their performances in class					
20	Through seminar, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Section D: Opinions of Respondents on the Impact of Conference on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA	A	U	SD	D
21	Through conferences, teachers in school learn how to plan lesson well and this enables them to perform better in class.					
22	Through conferences, teachers in my school master their subjects and this improves their performances in class.					
23	Through conferences, teachers learn how to control their classes and this enhances their performance in the class.					
24	Through conferences, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
25	Through conferences, teachers in my school learn how to evaluate lessons, hence improve their performance.					
26	Through conferences, teachers in my school learn questioning techniques which helps to improve their performances in class.					
27	Through conferences, teachers in my school learn how to carry out formative evaluation of students.					
28	Through conferences, teachers in my school learn how to carry out summative evaluation of students.					
29	Through conferences, teachers' knowledge increases and this helps to enhance their performances in class					
30	Through conferences, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Section E: Opinions of Respondents on the Impact of Workshop on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA	A	U	SD	D
31	Through workshop teachers in my school learn how to plan lesson well and this enables them to perform better in class.					
32	Through workshop teachers in my school master their subjects and this improves their performances in class.					
33	Through workshop teachers learn how to control their classes and this enhances their performance in the class.					
34	Through workshop teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
35	Through workshop, teachers in my school learn how to evaluate lessons, hence improve their performance.					
36	Through workshop, teachers in my school learn questioning techniques which helps to improve their performances in class.					
37	Through workshop, teachers in my school learn how to carry out formative evaluation of students.					
38	Through workshop, teachers in my school learn how to carry out summative evaluation of students.					
39	Through workshop, teachers' knowledge increases and this helps to enhance their performances in class					
40	Through workshop, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Section F: Opinions of Respondents on the Impact of Mentoring on the Performance of Secondary School Teachers in Kaduna Metropolis

S/N	Item statement	SA	A	U	SD	D
41	Through mentoring teachers in school learn how to plan lesson well and this enables them to perform better in class.					
42	Through mentoring teachers in my school master their subjects and this improves their performances in class.					
43	Through mentoring teachers learn how to control their classes and this enhances their performance in the class.					
44	Through mentoring teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
45	Through mentoring, teachers in my school learn how to evaluate lessons, hence improve their performance.					
46	Through mentoring, teachers in my school learn questioning techniques which helps to improve their performances in class.					
47	Through mentoring, teachers in my school learn how to carry out formative evaluation of students.					
48	Through mentoring, teachers in my school learn how to carry out summative evaluation of students.					
49	Through mentoring, teachers' knowledge increases and this helps to enhance their performances in class					
50	Through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Appendix B

3.3.1 List of Government Secondary Schools in Kaduna Metropolis

S/NO:	NAMES OF SCHOOLS	NUMBER OF TEACHERS
1	GGSS Kawo	63
2	GGSS Badarawa	52
3	GGSS Kawo (Senior)	43
4	GGSS Kawo (Junior)	43
5	Sardauna Memorial College	90
6	GGSS Ungwan Sarki (Senior)	25
7	GGSS Ungwan Sarki (Junior)	29
8	GGS Ungwan Sarki Senior)	25
9	GGS Ungwan Sarki Junior)	29
10	AMMGJSS Ungwan Shanu	19
11	KASSES	55
12	GJSS Ungwan Rimi	34
13	Rimi College	90
14	GGSS Ind. Way (Senior)	52
15	GGSS Ind. Way (Junior)	44
16	GGSS Kabala Costain (Senior)	54
17	GGSS Kabala Costain (Junior)	48
18	GGSS Doka (Senior)	48
19	GGSS Doka (Junior)	44
20	GSS Doka (Senior)	38
21	GSS Doka (Junior)	40
22	Government College Kaduna	79
23	GJSS Kurmin Mashi	23
24	GJSS Tudun nupawa	34
25	GJSS Tudun Wada	10
26	GGSS Maimuna gwarzo (Senior)	51
27	GGSS Maimuna gwarzo (Junior)	64

28	GGSS Ungwan muazu (Senior)	50
29	GGSS Ungwan muazu (Junior)	39
30	GJSS Rigasa Senior (Main)	25
31	GJSS Rigasa Junior (Main	22
32	GJSS Rigasa Central	12
33	GJSS Tudun Ruwa Rigasa	15
34	Capital School	167
35	GSS Kargi Road (Senior)	37
36	GSS Kargi Road (Junior)	34
37	AMNS Kabala West	4
Total	37	1427

Source: Ministry of Education, Inspectorate Division Kaduna.

3.3.2 List of registered private secondary schools in Kaduna metropolis

S/NO:	NAMES OF SCHOOLS	NUMBER OF TEACHERS
1	Zabib School Ungwan Dosa	18
2	Zikda Model School Ungwan Dosa	I5
3	Scintillate Int'l Schl. Ungwan Dosa	22
4	Vicoye Bil Right Unique Sch. Ungwan Sarki	25
5	Uncle Bado Schools Ungwan Sark GRA	26
6	Shabab College Ungwan Dosa	42
7	Time School Badarawa	56
8	The Corinthians In'l Sch. Badarawa	19
9	Barkindo Schools Badarawa	35
10	Futureleaders In'l Sch. Malali GRA	46
11	Lukman Foundation School Malali	27
12	Victory Model School Malali	68
13	Nurudeen Islamic Society Malali	24
14	Dariq In'l Sch. Malali	56
15	Malali Int'l Sch Malali	67

16	Destiny College Malali	52
17	Arewa Model Sch. Ungwan Muaza	73
18	Blessed Academy Kabala West	26
19	Focus Academy Kabala West	29
20	Malalyn Model School	17
21	Mascot Academy	15
22	Kadpoly Demonst. Sch. Tudun Wada	22
23	Oore Oofe Baptist Sch. Tudun Nupawa	28
24	Dominion Schools Tudun Nupawa	32
25	Dec. Int'l School Tudun Nupawa	17
26	Aunty Ni'imatu Tudun Wada	12
27	Classical Schools Tudun Wada	30
28	Aunty Nicas Tudun Wada	17
29	Zamani College Malali	38
30	Legacy School Ungwan Rimi	29
31	Rimi International School Ungwan Rimi	36
32	Misban Islam Foundation Ungwan Rimi	28
33	Winners Comp. Sch. Ungwan Rimi GRA	25
34	Hampos International Sch. Ungwan Rimi	33
35	Universal Academy Ungwan Rimi GRA	28
36	Almadina Islamic Academy Ungwan Rimi GRA	26
37	Redeemers International Sch. Ungwan Rimi	20
38	De Victory International Sch. Kigo Road	16
39	Chrisdom Secondary Sch. Kigo Road Kaduna	18
40	Ivy Kigo Road, Kaduna	28
41	Standard Foundation Sch. Sardauna Crescent	25
42	Betty Queen International Sch. Sardauna Crescent	26
43	Sheik Abdu Gwandu College Ogbomoso Rd.	17
44	Lucana De – Prince Academy Sardauna Crescent	15
45	Abba Memorial Academy Yola-Abuja Road	12

46	Sale Int'l School Rigasa	11
47	Hanat College Rigasa	22
48	Supreme Int'l Sch. Ungwan Muazu	36
49	Adeyemo College Katsina Road	19
50	Our Savior Anglican Church Academy	17
51	Benick Schools	23
52	Cleo Height Int'l Sch.	27
53	T & T Schools K/Mashi	20
54	United Sec. Schools	20
55	Gigatt School K/Mashi	18
56	Model Int'l Sch K/Mashi	33
57	Brin Trust Int'l Sch. K/Mashi	26
58	Tahir Int'l Academy K/Mashi	15
59	Evat Model Schools K/Mashi	18
60	Jola Wisdom Sch. K/Mashi	21
61	New Breed Sec. Sch. Badiko	36
62	Othman Fadio Curls Voc. Sch. Ungwan Sanusi	36
63	Bintalya Int'l Sch Tudun Wada	11
64	Nasara Success School Tudun Wada	18
65	Sunshine School Tudun Wada	17
66	Abu-Mutalib Int'l Model Sch.	27
67	Hayatul Islam Sch. Tudun Wada	22
68	Abdul Karim Model Sch. Rigasa	19
69	Iqrah Academy Rigasa	17
70	Amana Int'l College Rigasa	25
71	Kaduna Grammar Sch. Rigasa	13
72	Mariam Memorial Sch. Tudun Wada	18
73	Queen School. Tudun Wada	21
74	Al- Fugan School Tudun Wada	14
75	Netherlands School Tudun Wada	18

76	Prestige Int'l Sch. Kagoro	29
77	All Saints Int'l Kagoro	20
78	M.B.S School Fabson Close	19
79	Joy Schools Tudun Wada Panteka	16
80	Agombas Int'l School T/Nupawa	36
81	Umar Bin-Kattab Model Sch. Tudun Nupawa	12
82	New Dawn Standard Academy Tudun Wada	21
83	Knowledge Hub. Academy Namdi Exp. Way	23
84	St. Michael Anglican College Bida Road.	35
85	2nd ECWA SCHOOL Ibrahim Taiwo Road	28
86	Sacred Heart School Ind. Way.	33
87	Nawairuddeen Model College Katsina Rd.	14
88	Province Academy Ogbomoso Road.	18
89	Hope Schools Asikolaye Exp. Way	13
90	Iman Int'l Sch. Rigasa	19
91	Silver Bright Model Sch. Rigasa	16
92	Gifted Islamic Academy Rigasa	28
93	Ansaruddeen College Bida Road.	17
94	Jordan Science Academy Ungwan Dosa	31

Source: Private schools Board, Kaduna.