

STAFF DEVELOPMENT PROGRAMMES FOR SECONDARY
SCHOOL TEACHERS IN KADUNA STATE OF NIGERIA

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DECLARATION

I hereby declare that this Thesis has been written by me and that it is a record of my own research work.

To the best of my knowledge, it has not been presented in any previous application for a Higher Degree. All quotations are indicated by quotation marks, and the sources of information are specifically acknowledged by means of References.

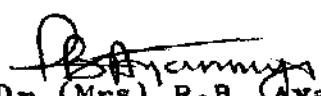
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CERTIFICATION

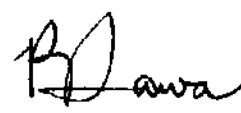
This project entitled "Staff Development Programmes for Secondary School Teachers in Kaduna State of Nigeria" by Isa Abdu Soba meets the regulations governing the award of the degree of Master of Educational Planning and Administration of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

Dedicated to my parents Alhaji Abdu Dalhatu,
Alhaji Yusufu Zubairu, Alhaji Hamza Abdu Soba and
my wives Hajiya Aminatu and Hajiya Zainab.

ACKNOWLEDGEMENT

First and foremost, I would like to express my profound gratitude to Dr. A.N. Ezenne my research thesis supervisor for guiding me through this research study. In spite of his crowded programmes, he gave close attention to every detail of my work which helped in completing the writing of the thesis on time. Dr (Mrs) R.B. Ayanniyi, my second supervisor also contributed immensely to the successful completion of this study and I am grateful to her for her contributions.

I want to express my deep appreciation and delight to the Ministry of Education, Kaduna for its support during the period of research thesis. Also, I wish to register my thanks to Mr. S.L. Adeleye of the Ministry of Education Kaduna for his assistance during the collection of data for this study. I am deeply grateful to Dr. F.D. Kolo, Dr. Mamman Musa, Dr. A.B. Ayanniyi and Dr. Musa B. Moh. of Faculty of Education for their encouragement and contributions during the writing of the thesis.

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ABSTRACT

The purpose of this study was to investigate the staff development programme. A case study of secondary school teachers in Kaduna State. Specifically, the study focussed on staff development programs variables such as in-service training, workshops and seminars. Also factors to motivate teachers to benefit in the staff development programme variables such as in-service training, workshops and seminars. Also, factors to motivate teachers to benefit in the staff development programme were studied. For examples, promotions, payment of salaries and allowances, payment of duty and house masters allowances, leave grants, provision of teaching and learning materials.

All the six zones and the Ministry headquarters, Kaduna as well as 300 teachers from a population of 5,300 (using Morgan Table) and 50 senior officials from 160 senior officials formed the respondents. The 300 teachers and 50 senior officials have served from one to fifteen years in the Ministry of Education.

Eight hypotheses were drawn to test whether there was a significant difference in the opinions of teachers and senior officials of the Ministry of Education on the effect of staff development programme of secondary school teachers in Kaduna State. It was found that only 3.9 percent of 5,300 teachers in secondary schools attended in-service training

3 times in the last ten years that they had been teaching in Secondary Schools. (Table 4.2). Again, only 12 percent of 5,300 teachers had attended workshops and seminars three times in the last 10 years that they had been teaching in Secondary Schools. It was also found that majority of the Teachers are not benefitting fully from the Staff Development Programme of the Ministry of Education. Also, motivating factors to boost the teachers morale to go for further training were not given to teachers. Such factors were payments of course allowances, prompt payments of salaries; leave grants, Duty allowances to mention quiet a few.

In order to improve staff development programmes of secondary school teachers, it was recommended that; the Ministry of Education should make enough provision for fund in its and annual budget. The Ministry of Finance should release the training allowances in full to the Ministry of Education.

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DEFINITION OF TERMS

STAFF DEVELOPMENT

The term staff development in this study refers to the planned programme to increase the teachers growth for efficiency and productivity in the service.

MOTIVATION

The term motivation is a pre-disposition to act in a certain manner so that the employee (teachers) can see his work as helping him accomplish his important goals through the given of the basic needs to him by his employer.

MORALE

The term morale is the operant conditioning of an employee (teacher) of which the basic needs are adequately given to the employee so that his interest to work diligently will be repeated or else it will be a reverse if the needs are inadequately given to the employee.

IN-SERVICE

The term in-service in this study refers to, the release of teachers to attend in-service training with full salaries and other allowances.

THE PROBLEM

1.1 Introduction

In many parts of Nigeria and Kaduna State in particular education is still in its infancy. There are many problems on staff development programme of the Ministry of Education in Kaduna State to be addressed. The Primary aim of education is to make it possible for a man to live as full and as happy a life as possible. Staff development programme of the Ministry of Education in Kaduna State was aimed to enable teachers of secondary school to acquire additional education. Skills and new ideas for better performance and efficiency in the teaching profession.

Staff development of the Ministry of Education in Kaduna State, specifically concerned with sending of secondary school teachers to attend the training programmes, such as in-service training, workshops and seminars. There are various consideration which may determine a young man or woman to choose teaching as a career. Such consideration are; better financial rewards than other professions, job security and safety and physiological needs to mention but a few. The real teacher must go on learning and reading and experimenting until the day he or she retires. Educational Systems being taught in Kaduna State are; the Nursery Schools, Primary Schools

Post Secondary Schools and Tertiary Institutions. Secondary Schools in Kaduna State are being taught by teachers with various levels of qualifications.

The importance of the training of teachers has been entrenched in the current Education Policy of Nigeria. In the National Policy on Education (1981), revised, it is contended that a nation's education system is a function of the quality of teachers that operate it. This implies that for any education system to achieve the desired goal of the country the teachers have to be equipped and motivated for the demand of that goal.

In its efforts to improve the professional competence of teachers of Secondary Schools, the Kaduna State Government (Ministry of Education) had sponsored teachers for further training on in-service courses, reading degree programmes in various tertiary institutions. Indeed, training facilities for teachers is one of the effective measures of staff development in secondary schools. Also, the state government is doing its best to motivate teachers of secondary schools so that their morale could be boosted. Such motivation given to teachers is; prompt payment of monthly salaries, housing loan scheme, life insurance scheme and arrangement to establish secondary school Teaching commission.

1.2 Statement of the Problem

The negligible number of teachers benefiting from the Staff Development Programmes for Secondary School Teachers have interested the researcher to investigate with hope to come out with reasons for such situation. Many of the teachers in Secondary Schools have not been benefiting from the Staff Development Programmes from 1984 to the time of conducting this research. The researcher has the believe that Staff Development Programmes are very useful to teachers so that they can increase their skills, and knowledge for better performance and efficiency in their respective fields. The probleme has been created from the interaction of two or more factors. For example, the government policies, the economic constraints; and the essential need for teachers which have not been adequately given to motivate them to undergo for inservice training and any kind of workshops and seminars.

The researcher was able to identify the staff Development Programmes for Secondary School teachers in Kaduna State as very significant through various ways. For example, through observation by the researcher, through personal experience through the researcher's teachers and senior colleagues and lastly through the literature where suggestions might have been made for further studies.

In view of the above problem very few teachers willingly accept to attend in-service training. For example, only 326 teachers out of 9,741 were granted leave for part-time courses from 1989 to 1991. Source; Task Force (1992) Kaduna State Situation Reports, Kaduna State Ministry of Education. Again, other allowances to motivate teachers to attend in-service training have not been paid promptly. Such allowances were the leave grant, house master and duty master allowances. The interest for teachers to attend in-service training and workshops has not been very high due to the low approach to staff development programme by the Ministry of Education. The above statement was buttressed by the circular of the Ministry of Education to all principals and Zonal Co-ordinators written in April 1997 titled Recommendation for in-Service Course as it affects teaching and non teaching staff 1997. The circular says and I quote, "I am directed to draw the attention of both Principals and Zonal Co-ordinators regarding in-service training in this Ministry which has on several occasion been neglected". Signed by A.D./T.D. for Hon. Commissioner.

The researcher intended to study the issue of staff development programme as motivation factor to boost teachers morale for better performance and efficiency in the teaching profession.

1.3 Objectives of the Study

The study attempts to achieve the following objectives:-

1. To ascertain whether teachers in secondary schools are aware about staff development opportunities existing in the Ministry of Education.
2. To ascertain whether teachers in secondary schools are satisfied with staff development opportunities existing in the Ministry of Education.
3. To identify the specific factors that hinder the teachers' chances of benefiting from the staff development programme.

1.4 Basic Assumption

The study is based on the following assumption:-

1. Staff development is widely accepted as an important exercise by government.
2. Staff development is an important aspect of teacher education programme and should be intensified.
3. Motivation of teachers is of great concern that should be improved.
4. Regular payment of salaries and allowances, regular promotion, provision of teaching and learning materials in the school as factors that motivate teachers to better performance.

1.5 Research Questions

The study will attempt to answer the following questions:-

1. Are secondary schools teachers in Kaduna State aware and satisfied with the staff development programme designed for them?
2. What are the problems that are hindering the teachers from benefitting the staff development programme?
3. Are teachers in Secondary Schools enjoying prompt payment of salaries, course allowances, and regular promotions to enable them boost their morale?
4. How frequently are teachers sponsored for conferences, seminars and workshops by their employers?
5. Do teachers attend in-service course as full-time, part-time or both, for N.C.E., B.Ed, PGDE and M.Ed?
6. Have teachers developed new knowledge with teaching materials as a result of in-service training?

1.6 Hypothesis

1. There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education on the effect of staff development programme on teaching performance.
2. There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education on the factors that hinder staff to benefit from staff development programmes.
3. There is no significant difference in the opinions of Ministry of Education Officials and teachers on whether teachers are sponsored frequently for conferences, seminars and workshops.
4. There is no significance in the opinions of Ministry of Education officials and teachers about whether teachers are using new knowledge as a result of in-service training.
5. There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education on the regular payment of teachers salaries and allowances.
6. There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education on the availability and use of teaching and learning materials in secondary schools.

7. There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education on teachers satisfaction with the security of their teaching jobs.
8. There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education on the implementation of staff development policies in Kaduna State.

1.7 Significance of the Study

1. The study is important to the officials of the Ministry of Education as it will guide the Ministry of Education on areas for improvement in staff development programme.
2. The study will enable the Ministry of Education to assess its roles in the training of secondary school teachers for maximum productivity.
3. The study is important to teachers as it will enlighten them about the existing staff development programme in the Ministry of Education for their benefit.
4. The study is very relevant to teachers as the programme will help to increase their knowledge for better performance and efficiency in secondary schools.

1.8 Scope and Limitation of the Study

The study centred on staff development programmes and their effects on teachers in Kaduna State. Only staff development programme being covered are the in-service training, workshops and seminars. Again, the study is limited to teachers in secondary schools in Kaduna State. Also, some senior officials in the Ministry of Education headquarters were used for the study.

Chapter 2

REVIEW OF RELATED LITERATURE2.1 Introduction

The relevant literatures related to the Staff Development Programmes for Secondary School Teachers in Kaduna State are presented in this chapter. The literature covered the concept of staff development, in general and with special reference to Kaduna State Ministry of Education and Teachers. The different approaches, and kinds of staff development programmes available for the Teachers are also treated in detail, including the provision of opportunities for conferences, workshops and seminars for secondary school Teachers.

The problems associated with the motivation of Teachers for staff development programmes are discussed. Evaluation of staff development programmes and the development of teaching effectiveness are also discussed in this chapter.

2.2 The Concept of Staff Development

Many writers have expressed their opinions and views on the concept of staff development. To Wideen (1987) "The use of staff development has gained prominence recently and has taken on an amalgam of concept". To some "The term staff development connotes any training activity that helps teachers to improve teaching skills". Sparks (1984:72). Also South work (1984) argued that staff development is adult education and as such should be based on sound principles of education and aim at enriching the teachers understanding of his/her tasks activities that go beyond simply improving performance. Others Uke Vaulgham (1983) described in teaching of effectiveness can be used to make a difference in schools.

The staff development programme of secondary school teachers in Kaduna State has been in practice in the Ministry of Education since before the country became independent Nation, in October 1st, 1960. In 1960 to 1970, most of those teachers were sent on in-service training from where they obtained Diploma Certificates in Education. Again, in 1970 to 1980, those teachers were sponsored to Advanced Teachers Colleges (A.T.C.) now known as Federal and State

of importance in organisational hierarchy. This can be seen in secondary schools in Kaduna State where teachers perform additional duties like House masters, games masters, duty masters, senior Master, and Vice Principal. On the other hand, Reilly (1979) looks at 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), it is a systematic expansion of man's ability and growth so as to enable him utilize his knowledge and experiences to the solution to the new 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 strike, or teachers indiscipline or gross misconduct. Holsey (1969) Opines that staff development is a process of aiding employees in their present and future work through the development of appropriate habits of thoughts and action 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 skill that are relevant to their duties for the purpose of enhanced performance.

It is for this reason that the Ministry of Education of Kaduna State embark on sending teachers in secondary school for further training and workshops. It should however be noted that whatever perspective one may wish to take from the literature, staff development has come to take on quite different concept in recent years.

The Importance of Staff Development

Staff development according to Nwachukwu (1988) is the head of employee utilization, productivity commitment, motivation and growth. He pointed out that many employees have failed in many organisations because their need for training was not identified and provided for as an indispensable part of management functions. Myers (1974) opines that every job in an organisation requires some degree of skills and knowledge for its satisfactory performance. 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 organised training. Singer and Damsden (1977) stress that staff development is a necessity for any organisation in order to achieve its objectives. It is towards this direction that the Kaduna State Sole Administrator has announced that a plan has been arranged to sponsor 600 teachers to go for training in 1994/95.

Commenting on the role of employees in training their employees Enahoro (1970) states;

The development of human resources cannot be entirely the concern of our national educational institutions. It is also the responsibilities of other institutions capable of performing training functions. Every enterprise whether private, does considerably on the job training, some haphazard and accidental. If employers display readiness than many of them do, to invest in training, we can hope more rapidly you supplement the work of educational and other training industries (Enahoro, 1970).

Another view is that of Micheal (1982) that one of the factors for low productivity of Nigerian industries is lack of skilled, manpower. He therefore, emphasised that employers should invest in staff development so as to reap in terms of high productivity. An employee who has not received adequate training before being assigned with responsibility lacks necessary confidence with which to carry out the job. The Kaduna State Ministry of Education was a victim to have such untrained teachers where in 1977 to 1980 about ½ of the primary school teachers were primary school leavers who were employed when the Universal Primary Education (U.P.E.) was launched in 1976.

Another educationist Harbison and Myers (1974) have the views that staff development helps the employees to be abreast with current ideas and knowledge in their respective fields be it teachers, clerical, mechanical or managerial. In an industrial set up where new machines for production are being introduced or in educational system where 6-3-3-4 or 16 model secondary schools introduced by Kaduna State Ministry of Education in 1994. Employees have to be trained in order to have the knowledge of these new ideas and knowledge. Harbison and Myers have the views that training helps in the coordination of men and materials. Beach (1965) states that staff development reduces cost as it increases productivity, it reduces employee turn over and promotes goal congruency.

However, Cuning (1980) believes that staff development programmes are meant to give employees at all levels efficient instruction and guidance to enable them perform effectively. He also asserted that training is necessary for all categories of staff to improve their performance and to prepare them for promotion which is a personal gain. Ogundele (1984) pointed out that all over the world, the major purpose of staff development is to improve the effectiveness of government by increasing the capacity and efficiency of officers in

carrying out their work. Finally, therefore, a way to grow and develop professionally and also in career trend, could be through the available staff development programmes.

2.3 Approaches of Staff Development

Much have been said about staff development programmes in various setting. However, the different sets of values structures in which such programmes are developed which lead to a number of questions and issues. Some of the issues related to staff development in school are highlighted below.

The basic issue of concern is the argument of whether the staff development should be school or teacher focussed. Therefore, in designing any staff development programmes, one must clear as to whether the system or the operators of the system should take priority.

Many writers have suggested various approaches to staff development. McGrebec and Thayer (1967) are of the view that staff development depends on the kind of behaviour to be acquired, whether skill or attitude, the number of employees to be trained, the ability level of the trainees individual differences and cost. Contributing Suaala (1979) pointed out that the variables which staff development depends on are time, finance, instructor

preference and number of people to be trained. Others are depth and type of knowledge required, educational background of trainees and conveniences. according to Nwachukwu (1988), Reilly (1979) and McGrochec and Thayer (1977) the most popular staff development methods are as follows:-

On the Job Training

This is known as job training or job instruction. It entails a new employee learning his job by watching others doing it and eventually copying them. In the formal situation, the new employee is assigned to an older employee who shows the new employee how to perform a particular job. Research finding by Nwachukwu (1988) shows that it is the most widely used method by some organisation. The advantage of this method is that the trainee learns on the actual equipment in the real environment.

Apprenticeship Programmes

This method is used when extensive practice or technical knowledge is required to perform a job. The training combines on the job training with classroom lecture Apprenticeship should last 2-5 years.

Job Rotation

It is a training device that makes it necessary to move a trainee from one department or unit to another. The essence of this programme is to enable the trainee to master what goes on in that section and also broaden his experience in different jobs. This method is used for beginning managers or administrators. The Kaduna State Ministry of Education uses this method where a Form master of SS IIA is transferred to be a form master of JSS IIIC like wise a principal of GDS is transferred to Government Boarding Secondary School.

2.4 Evaluating Staff Development Programme

The evaluation of staff development must be made in terms of its objectives and at the end result of the programme, Stahl (1962) he listed two techniques as follows:-

- (a) Committee (comprising representatives of participations management and training staff and
- (b) Use of questionnaire (that is for the trainees to find out their opinion. Sikula (1979) asserts that the purpose of evaluating staff development programmes is together an opinion

poil in order to find out if the participants learn anything. In his contribution, Cumming (1979) asserts that the purpose of evaluating staff development programme is to determine whether or not the objectives and content of the development programmes are relevant with aim and current needs of the organisation. He also adds that another aim is to find out if the objectives are being reached effectively; cumming concluded that evaluation can be based on measuring the performance of employees before and after their training, it is in line to this objectives that the Kaduna State Ministry of Education request for the end of the session performance in respect of individual student/teacher who is in one of the tertiary institutions.

However, other educationists like McGrabech and Thaiyer (1961) stressed that evaluation of staff development must be given serious attention. They gave a list of things to be considered when evaluating a staff development programmes:-

- (a) Whether money being spent on training is producing the result needed by the organisation.
- (b) What improvement can be made in training procedures which will result in greater returns on money invested in training.

(c) In which area is training necessary to improve organisational effectiveness
Stufflebean and Shinkfield (1985) identified that one conventional way to evaluate formally a programme is to:-

- (i) Visualize ideal.
- (ii) Identify its characteristics
- (iii) Compare the actual course to the ideal.

It is to this direction that the Planning, Research and Statistics and the inspectorate divisions of Kaduna State Ministry of Education have the power to evaluate staff development programmes of the Ministry of Education. One of the way of doing this is to ask the participants about the idea of the programme. This is essential in Secondary Schools in Kaduna State. When teachers are sent on a staff development programme be it seminar workshop of in-service training, these teachers must be asked to evaluate the programme.

2.5 Staff Development on Teaching Effectiveness

Effective teaching could be referred to as a subjective concept in many interpretations that could be ascribed to. However, there are some general indices established in the literature, that determines effective or good teaching.

Some of the contributors to this concept see it in this way that Rogers (1957) says that the concept of good teaching should refer to that teaching that creates enough experience for the learner so as to discover, define and solve problems. The experiences provided should be stimulating and rich enough for self exploration. Once these experiences are provided the teaching could be described as effective. From Skinner's (1968) point of view, effective teaching arises when the teacher has been able to programme the learning environment that leads to the attainment of academic skills. To Obed (1978) the effective teachers are those who know how to deliver the subject matter and understand the learner well. To Barr (1953), identification of teacher behaviour means that one has to examine the behaviour of the teacher in the teaching process.

Finally, March (1982) viewed effective teaching as that interaction between the teacher and the learner that is systematic, stimulating and caring. These conditions are necessary to enable the learner to sustain the knowledge being imparted by the teacher. Effective teaching is concerned with successful teaching in which the students learn what is intended.

Conferences, Workshops and Seminars by Teachers.

The Kaduna State Ministry of Education is very determine to improve skills, and efficiency of its teachers in Secondary Schools so that the aims and objectives for establishing secondary schools could be achieved as entrenched in the National Policy on Education (Revised) 1981. But the Ministry of Education since 1992 has been facing problems on teachers training programmes, inservice programmes, scholarship awards, workshops. Some of the problems are under three main reasons:-

First, is the lack of adequate funds or revenue for the government to give enough opportunities to teachers in secondary schools to go for further training due to the high training fees being charged by the tertiary institutions who run the courses. For example the Ahmadu Bello University Zaria raised the registration or tuition fees from three hundred Naira (N300) in 1993 to one thousand Naira (N1,000.00) in 1994.

The second reason is that, the funds budgeted to train teachers are not released in full by the Ministry of Finance. In most of the years, it is a quarter of the approved budget estimate for training programmes was released. This type of behaviour of the Ministry of

Finance attributed to the very low number of secondary school teachers to go for further training.

Thirdly, the high cost of text books and writing materials retards for the Ministry of Education to purchase and supply enough text books to secondary schools. Books are very costly that teacher could not afford to buy them with their meagre salaries no matter how enthusiastic they are to go for further training. For example an exercise book of 80 leaves or pages which was sold at ten Naira (N10) in 1993 was sold at twenty-five Naira (N25) in 1994/95 academic session.

However, teachers have been expressing their views and worries through the Nigerian Union of Teachers (N.U.T) by appealing to the government to look into the problem of high cost of text books and teaching/learning materials with hope to bring down the prices of above mentioned teaching-learning materials and equipment. The Ministry of Education expressed this disturbing situation to the government. It is for this reason that the Ministry has to request for more funds to enable it send enough teachers for further studies. It does this through the Memo where the Honourable Commissioner of Education had to defend the memo at their Executive Council Meeting where the Sole Administrator normally chaired the meeting.

Despite the above predicaments, the Ministry of Education was able to carry out its duties through sending teachers for further inservice training, workshop, seminars and conferences. For example, programmes in various high institutions within the period of 1983/84 to 1990/91 is 1657 teachers who went on inservices training (Kaduna State Education Situation Report of 1985 - 1991). The rate at which teachers have been on inservice training is presented in table 2.1.

Table 2.1: Secondary School Teachers on In-service Training in Kaduna State between 1983 and 1991. Task Force (1991) Situation Reports, Ministry of Education Kaduna.

Year	No of Teachers	No of Teachers on In-service	Percentage of In-service
1983/84	3790	234	6.1
1984/85	3865	248	6.4
1985/86	4036	212	5.2
1986/87	4456	172	3.8
1987/88	3958	175	4.4
1988/89	3980	344	8.6
1989/90	3850	150	3.8
1990/91	5891	122	2.0
Total	33.826	1657	40.3

From table 2.1 can be observed that the rate of teachers on in-service has been fluctuating from 1983 to 1991. The lowest percentage is in 1990/91 when the Third Republic came into being. The data reveals that only few teachers in secondary schools are given opportunity to improve their education through training. According to the reports, from 1985 to 1991, 126 teachers in secondary schools have gone into part-time degree courses

in various higher institutions. From observations of the researcher and the available records as presented in table 2.1, it is evidence that staff development programmes has not been adequately enjoyed or benefited by teachers in secondary schools in Kaduna State.

The Sole Administrator of Kaduna State Col. Lawal Ja'afaru Isa has given top priority to educational problems with emphasis on sending teachers for further training. For example, he has launched an Educational Appeal Funds where over sixty million Naira (N60 Million) was collected at the Murtala Square in Kaduna (1994). He has also formed a Task Force Committee headed by the Secretary of Kaduna State Government (SSG) Alh. Yahaya Hamza who is also an educationist and a one time Director General of the Federal Ministry of Education. One of the terms of reference is to review the condition of teachers as it affects training of teachers.

Also both the Federal Government and the Kaduna State government has put the machinery in motion to create secondary education commission with the views that training opportunities for teachers in secondary schools could be improved. Again, the Sole Administrator of Kaduna State, Alhaji Lawal Ja'afaru Isa has stated in his 1995 Budget Speech that education has the largest

share of twenty five percent (25%) out of the 1995 budget estimate of three point nine eight billion Naira (N3.98b) for the State so that more teachers in secondary schools in the state could go for further training.

The Honourable Commissioner of Education, Kaduna State, Mr. Mataimaki Tom Maiyashi has stated in the New Nigerian of Saturday June, 19, 1994 that lack of qualified teachers in secondary schools and the non provision of teaching facilities have been identified as factors responsible for the mass failure of students of secondary schools in Kaduna State in 1993/94 Senior Secondary Schools Certificate Examinations in which the State was placed 29 out of the nations 30 state and Abuja. The Hon. Commissioner continued to say that in efforts to improve the teachers skills, the in-service training and workshops have been given serious attention by the Ministry of Education. Between 1990/91 and 1991/92 a total of 202 teachers were sent on training while between 1992 and 1993 a total of 361 teachers benefited from in-service training and 33 teachers from 1991 to 1993 were allowed to go on Post graduate training. The Ministry of Education has proposed to sponsor 600 teachers to go for further training in 1994/95.

In Kaduna State, various staff development programmes have been embarked upon for teachers in secondary schools. It is of recent that a workshop for all principals of secondary schools in Kaduna State was organised at Queen Amina College, Kaduna in August 1994 where all the 170 principals of secondary schools had attended the Workshop. Also a three weeks workshop for science and Maths teachers in Secondary Schools was organised at Education/Resource Centre (E.R.C.) Zaria in 1994. Further more, the Kaduna State Ministry of Education has organised a workshop titled Operations of Efficiency of which 350 school Administrators in Secondary Schools attended the workshop at Educational Resource Centre (E.R.C.) from 12th December to 22nd December 1994. The Ministry of Education Kaduna, has again conducted a two days seminar at each zonal Education headquarters in 1995 where all the Principals and their school accountants were in attendance to the seminar on two areas - Accounts and Personnel. Paying vouchers (P.V.) Variation Order (V.O.) Payment Voucher Summary (P.V.S.), Promotion, Advancement, Discipline, inservice training to mention but a few. All the above workshops, seminars and inservice training are efforts towards staff development programmes for teachers in secondary schools to improve their teaching skills and efficiency.

The Meaning of Motivation

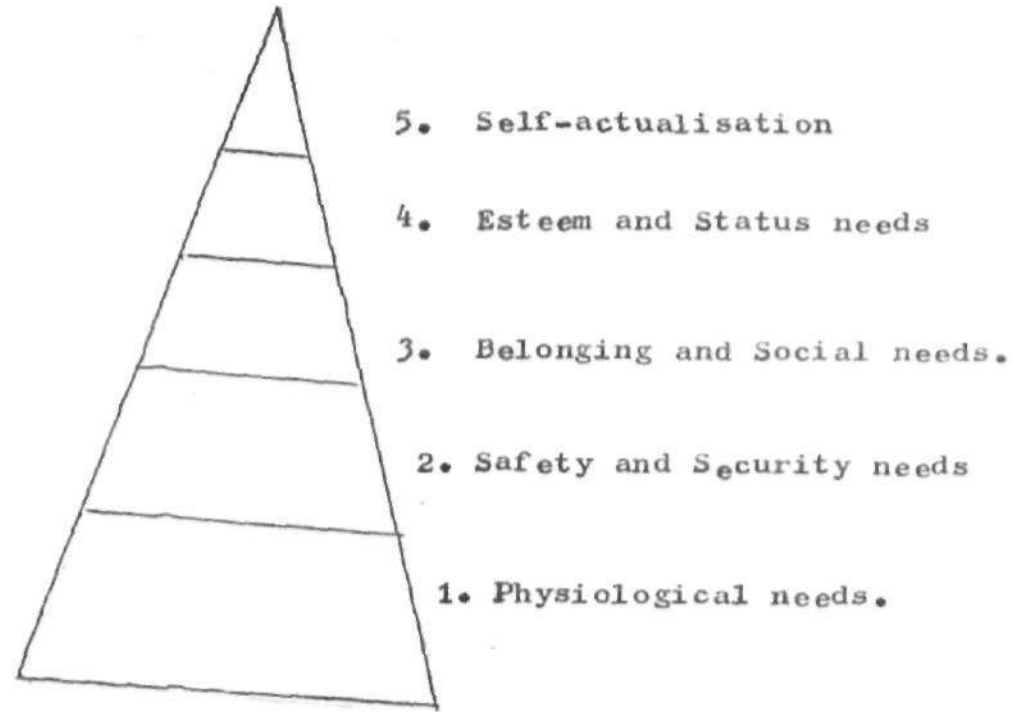
Many Psychologists and educationists who studied human behaviour extensively, like John P. Compbell and Reobert D. Princhard provided a summary of definition as a label for the determinants of (a) the choice to initiate effort on a certain task, (b) the choice to expand a certain amount of effort and (c) the choice to persist in expanding effort over a period of time. Motivation is therefore primarily concerned with expanding effort towards a goal. In short, a person strives to reach a specific goals because of an internally generated need to reach them. However, Abraham H. Maslow (1954). hierrachy of needs has the views that individual is motivated if the five hierrachy of needs are satisfied by the person. Maslow classified the five needs beginning with lowest and ascending to the highest as follows:-

1. Physiological needs which are related to work, foord, water, steep, shelter etc. Teachers of secondary schools in Kaduna State have not been enjoying the privision of good quarters and water hence these are problems that give adverse effect towards their effeciency and productively.

2. **Safety needs** - These include actual physical safety as well as feeling of being safe both physical and emotional injury. The work and the salary of a teacher should be continuous at hand. Teachers of Secondary School are not paid their salaries and allowances promptly. Also, inadequate number of teachers are permitted to go for in-service training.
3. **Belonging and social needs** - These should be a feeling of interaction with other people for purposes of giving and receiving love or simply to be accepted and be part of a group. A person should not be hated by a community.
4. **Esteem needs** - One needs to be respected for example a Principal needs staff under him to recognise and respect him as a Principal. The Ministry of Education emphasized of the important of discipline in Secondary Schools. Therefore, teachers are given additional duties, such as House Masters, Senior Masters and Vice Principals.
5. **Self-actualisation** - This represents the highest level need. This is the need which makes a person striving to become what he or she is capable of becoming. Self-actualisation takes into account an individual's own goals and potentials. For example, a Secondary School teacher who strives to become a Senior Master,

then a Vice Principal and later a Principal. The Ministry of Education rewards those teachers who distinguish themselves. Therefore, all appointments are made to teachers through hardwork and pre-requisite qualifications.

2.1: Maslow's Hierrachy of Needs.



Source: Davis K. (1981) Human Behaviour at work. P. 516.

According to Keith (1981) motivation is related to the job or project an individual is doing and that job should prove to be interesting. It is for this reason that Marsha Donner a skilled advertising specialist was not motivated when her manager assigned her as a project symposium an interested work, Donner than became interested to continue with the project symposium which will make

Donner acquaintance with the community. Donner was really not motivated until she saw a connection between her present work and a future challenging project that she wanted. The Donner situation or problem could be related to the teachers in secondary schools in Kaduna State where some of them left the teaching career because they could not identify the connection between their present job and a future challenging project they wanted. That is, they do not realise or foresee prospects in their present job. This relationship is the essence of motivation. "Motivated employees are those who see their work as helping them accomplish their important goals", according to Keith (1981).

Another educationist like Glasman (1978) who sees this term motivation as "a predisposition to act in a certain manner----. Inherent in this definition are such factors as needs and expectation personalities, perceptions and operant conditions". When a person behaves in a certain manner, that person has a reason for behaving in such a manner. Mackett (1979) supports this claim. He says "a motive is something which impels a person to act, thus a reason for behaviour". This means people would have to be motivated in a certain way so that an organisation like the Ministry of Education, Kaduna can achieve its goals. According to Hockett motivation is not

about manipulating, but it is about understanding the needs or urges which prompt people to do things, and providing ways of helping them satisfy those needs through organisation. Some of the ways that would greatly encourage their best for the achievement of the organisational goals are; Promotion, high pay, in-service training, medical care, housing loan and insurance schemes provision of adequate teaching materials and equipment to mention but a few. The above mention ways if adequately provided to teachers to serve as motivation factors would in no doubt enhance to boost teachers morale in secondary schools in Kaduna State.

A widely approach to motivation is the Expectancy model also known as expectancy theory, that was developed by Victor H. Vroom 1961 who explains that motivation is a product of how much one wants something and one's estimate of the probability that a certain action will lead to it. The relationship of the above explanation could be stated in the following formula.

Formular of Expectency Theory

<u>Valence</u>	<u>X Expectancy</u>	<u>=Motivation</u>
(Strength of one's desire for something e.g. to get promotion or to get in-service training).	(Probability of getting it with a certain action e.g. achieving one result will lead to another result).	(Strength of drive towards an action

Source: Davis K. (1981) Human Behaviour at Work. P. 521.

Expectancy therefore depends on the employees view of the connection between effort and out come, often a simple, straight forward incentive is more motivating than the complex one.

The way the expectancy model works is that it is the drive that encourages the employee to make more efforts and get more training. Therefore, in order to motivate a person we can do only two things. First we can increase the positive value of outcomes as by increasing rewards. Second, we can strengthen the connection between the work and the outcomes.

Behaviour modification states that behaviour depends on its consequences. It is achieved through operant conditioning. If the consequences of a certain are favourable to an employee, the tendency to repeat the behaviour is strengthened. Conversely if the consequences are unfavourable, the tendency to repeat the behaviour is weakned.

In support of the above behaviour modification, Keith (1981) views the expectancy as follows, that, it is an action;

Outcome association. It may range from 0 - 1. If an employee sees no probability that an act will lead to a particular outcome than expectancy is 0. But if the action-outcome relationship indicates certainty, the expectancy has a value of 1 (one).

Normally, teachers of secondary schools in Kaduna State expectancy is somewhere between these two extremes. So when teachers receive high pay, or enjoy general condition of service, or increased job performance, then the expectancy has the value of one (1). But if the teachers see no probability of any of these as the result promotion, or high pay or in-service training than the expectancy is Zero (0). The researcher has the view that all teachers who receive the above basic five needs will always have a high expectancy value.

Insufficient of motivation for Secondary School teachers leads the teachers to luxury, absenteeism and frustrated whose end result is the exodus of teachers joining to other jobs with high pay and good condition of service. Kaduna State Ministry of Education had a bitter experience of quite a number qualified and experienced teachers who left the teaching service with the state from 1992 to 1994.

Other psychologists who explain their opinions on motivation of employee are Herzbergs (1954) who proposes that human beings have two basic needs as against the five as postulated by Abraham H. Maslow. According to Herzbergs, the two basic needs are; (1) The need to avoid pain and strive and (2) The need to grow and learn. The first factors of the basic need according to Herzberg, is called 'Hygienic Factors'. Such factors or needs are; pay, interpersonal relations, company working conditions, status and security. The second class of factors or needs is referred to "Motivator". Examples recognition, achievement, the work itself, possibility of growth and advancement. If the worker is to be truly motivated, the job itself is the major source of that motivation.

When Hygienic factors are high, worker will then be happy and motivated. They will be motivated and their morale will be high. But Douglas McGregor (1960) has the opinion that high pay alone is not enough to institute an employee's cooperation.

Motivation of Secondary School Teachers in Kaduna State

Education is the base of a country's further development, because a country lacking in sound education has no hope of survival in this technologically advanced world. It is towards the efforts to improve and motivate teachers in secondary schools in Kaduna State that the

Kaduna State Ministry of Education is serious to come out with effective motivation factors which tend to boost the teachers morale in secondary schools.

Indeed teachers of secondary schools in Kaduna State show pressure on the Ministry of Education to improve their condition of service so that their morale could be high. The teachers do this through dialogue with their employer through the N.U.T. The teachers often take resort to go on strike as the last resort. For example teachers embarked in protest on streets against the non payment of their 1991 - 1992 leave grants among other emoluments, (the Democrate Friday 17/9/1993. P. 1).

However, the Kaduna State Ministry of Education has addressed the issue of motivation teachers as a factor to boost their morale with serious commitment. The Ministry of Education has realised of the need to improve the teachers basic needs as a mean to retain and attract quality professional to teach. Therefore, teachers of secondary schools in Kaduna State have been receiving the motivation factors from their employer in the following areas:-

From 1994 to 1995 teachers have been receiving their monthly salaries promptly. The 1994 leave grants for teachers were paid within the year. There is a concluded plan of Housing loan scheme and many teachers

have purchased the application forms and await for approval to the beneficiaries of 1995. Also, the Kaduna State Government has approved to settle all the medical expences incurred on secondary school teachers, (Circular No. S/GEN.5/Vol. 11/464 of 25th November 1994 titled settlement of Medical Bills). Further more the Kaduna State Government has come out with the Ensurance scheme for its employees (teachers inclusive). Teachers were also motivated in order to boost their morale by increasing their house and transport allowances to fifty percent each and they have been enjoying the increase. Other areas where teachers are motivated are the Kaduna State Government has took 16 secondary schools among the 170 and called them Model Secondary Schools. These schools were provided with adequates teaching materials and equipment, the classrooms and the teachers houses were renovated, and provision of water was supplied to these schools. For example, the three local Governments namely, Giwa, Sabon Gari and Zaria have jointly spent the sum of eleven million Naira (N11.M) to renovate the four model secondary schools within their local governments, these are; Barewa College Zaria, Kufena College Zaria, School of Arabic Studies Karau-Karau and Government Girls Secondary School Giwa. Also, the Zangon Kataf Local Government has spent the sum of five million Naira (N5.M) to renovate and

supply teaching equipment at the Government Secondary School Fadan Kaje. Again, Soba Local Government has spent the sum of nine million Naira (N9.M) to renovate and fence the Government Girls Secondary School Soba. The Ikara Local Government has spent the sum of seven Million Naira (N7.M) to renovate and supply furniture to Government Model Secondary School Ikara. Infact, the state government has directed all the 18 Local Governments in Kaduna State to renovate and supply adequate classrooms furniture to all the 16 model secondary schools. Indeed, the teachers have accepted this as a motivation factor. Arrangement has almost completed at the time of writing this chapter in July 1995 that the Kaduna State Government would recruite one thousand qualified teachers to teach in secondary schools. This will relieve the existing teachers from the teaching loads hence this will serve as motivation to these teachers. Infact, the Kaduna State Ministry of Education has a lot of motivation programmes for teachers which would be released gradually.

2.6 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 meaningfull staff

development programmes and adequate motivation has been demoralising the teachers in Kaduna State where such teachers have been taking appointments with other organisation whose pay and general condition of service is very high and conducive. The Kaduna State Ministry of Education has experienced where such drained teachers in 1990 - 1994 took appointments with other organisations namely; Immigration, Custom and Excise, Prison, N.D.E. 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 better teaching performance. 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 important and useful to the Ministry of Education. It is my desire and inspiration that the study will give way for interested individual to expand on the study. The study will attempt to bring out of the important 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 needs as contain in the staff development programmes and the

motivation factors as postulated by Abraham H. Maslow and Herzbergs, because staff development is the head of employee hence teachers should be motivated so that their morale could be high and sustained. We should remember that no organisation can expect normal behaviour of teachers in an abnormal condition.

The researcher has the opinion 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 schools in Kaduna State should be properly motivated so that their morale could be high to enable them improve their teaching performance in the schools.

Chapter 3

RESEARCH DESIGN, METHODS AND PROCEDURE3.1 Introduction

This chapter discussed the method and procedure used in this study. The description of population and sampling procedure has been done. The instrument chosen for the study was described and the statistical method of testing the hypothesis being studied has been discussed too.

3.2 Research Design

This study is a descriptive study, and therefore the survey design has been used for data collection. The survey design is considered appropriate because through this method the researcher could collect data from large and small samples of the population. The survey design permits the study of representative samples and usually a survey approach provides a detailed description of the population.

3.3 The Population

The population of the study is the secondary school teachers in Kaduna State and Senior Officials of the Ministry headquarters Kaduna. At the time of the research the total number of teachers and senior officials of the Ministry of Education is 5,300 and 160 respectively. The population is very large hence only 35 percent was used

for teachers and senior officials of the Ministry of Education.

Table 3.1: Population of Teachers and samples of Schools and teachers 1993/94. Using Morgan Table. Source; Department of PRS (Ministry of Education) Kaduna.

	Pop. of Schools	Pop. of Teachers	Sample of Schools	Sample of Teachers and M.O.E. Officials
Teachers	170	5300	59	300
Ministry of Education Headquarters	1	160	1	55
Total	171	5,460	60	355

The above table, 3.1 shows the number of Senior Officials of the Ministry of Education Headquarters in Kaduna State whose roles and function is to give effective management of 5,300 teachers in the 170 Secondary Schools.

3.4 The Samples and Sampling Procedure

The population is rather large to deal with, sampling was used to represent the population. Thirty five percent (35%) of the Secondary Schools was covered. As at the time of the study 170 Secondary Schools with the population of 5,300 teachers, the use of Morgan (1970) table was used to determine sample size. But 55 (35%) senior officials of the Ministry of Education headquarters have represented 160 of the total number of senior officials of the Ministry of Education headquarters.

Table 3.2 is showing sample of schools and teachers representing the population of 170 secondary schools and 5,300 teachers. Because the population is very large, the Morgan (1970) table had to be used to determine sample size. The Morgan (1970) shows that a population of such large number, should have a sample size of 300.

3.5 The Research Instrument/Questionnaire

The questionnaire was divided into two parts. Section A deals with the personal data of the respondents. Section B dealt with questions on teachers motivation morale and staff development programmes. The open ended and fixed alternative type graded technique were also used to obtain the desired information for the appraisal and measurement of the attitudes and opinion of the respondents.

A covering letter accompanied each questionnaire to the teachers and senior officials of the Ministry of Education. The letter has specified what is expected of the subjects. There was also an assurance that the information required would not be used for any purpose other than the research being conducted.

3.6 Administration of the Instruments

All the questionnaires used for this research were distributed by the investigator and they were collected by hand. The researcher have visit the schools and the ministry of Education and headquarters, personally to distribute the questionnaires both to the teachers and officers. In each case, an interval of one to two weeks was allowed to enable the respondents to have sufficient time to study and complete the questionnaires carefully. At the expiration of the time allowed the researcher went back to collect the completed questionnaires from the respondents.

3.7 Method of Data Analysis

After all the completed questionnaires have been collected from the teachers and senior officials of the Ministry of Education, they were checked to see if the school teachers and officials complied with the directives given on the completion of the questionnaires. The responses

were tallied and converted to raw scores. Frequencies and percentages were calculated. The mean scores were calculated and T-test was used to test whether there are significant differences between the independent variables being studied. This study is subjected to the level of 0.05 level of significance. It also means that for every 100 responses, a five percent (5%) error is expected.

Chapter 4

PRESENTATION ANALYSES AND DISCUSSION
OF RESULTS4.1 Introduction

The focus of this chapter is to present and analyse the results of data collected in order to answer the research questions and to test the hypotheses. In line with this purpose for the chapter, the researcher has adopted the following outlines for the chapter.

1. Presentation of results.
2. Testing the hypothesis.
3. Discussion of results.
4. Summary of the chapter.

4.2 Research Questions

In this section, results for seven (7) research questions stated in chapter one was presented and conclusion made.

Question 1

Are secondary school teachers in Kaduna State aware and satisfied with the staff development programmes designed for them? To answer this question, responses

in items one and two in the questionnaire were used. The responses were grouped into two Strongly Agree and Agree. The frequency and percentage were then calculated for both the awareness and satisfaction as presented in table 4.1.

Table 4.1: Frequencies and percentages of Teacher Respondents on Awareness and Satisfaction of Staff Development Programme. N = 284.

	Awareness		Satisfaction	
	Agree	Disagree	Agree	Disagree
Teachers	29 (10.2)	19 (6.7)	10 (4.5)	38 (13.3)
	31 (10.9)	16 (5.6)	8 (2.8)	39 (14.7)
	30 (10.6)	16 (5.6)	18 (7.3)	28 (9.7)
	32 (11.3)	13 (4.6)	19 (7.7)	26 (9.2)
	27 (9.5)	22 (7.7)	10 (3.5)	30 (10.5)
	28 (9.8)	21 (7.4)	12 (4.2)	36 (12.6)
Teachers Total	177 (62.3)	107 (37.7)	77 (30.0)	213 (70.0)

From 4.1 it appears that a good number of the teachers in the state are generally aware of the staff development programmes either as in-service training or workshops.

However, majority were dissatisfied with the available programmes for staff development as indicated in the table.

Respondents Question 2

How many teachers have benefited from such programme in the last ten years?

This questions wants to identify how many times the teachers have benefited from staff development programmes. For this question to be answered clearly, response to items 29 and 30 in the questionnaire were analysed. The number of items are indicated in table 4.2.

Table 4.2: Number of Items Teachers Benefited from Staff Development Programmes.

	In-service Training				Workshops and Seminars			
	0	1	2	3	0	1	2	3
Teachers	27 (9.5)	18 (6.3)	2 (0.7)	1 (0.4)	22 (8.5)	13 (4.6)	7 (2.5)	4 (1.4)
	20 (7.0)	24 (8.5)	2 (0.7)	1 (0.4)	22 (7.7)	12 (4.2)	11 (3.9)	2 (0.7)
	23 (8.1)	19 (6.7)	2 (0.7)	2 (0.7)	15 (5.3)	9 (3.2)	12 (4.2)	10 (3.5)
	22 (7.7)	18 (6.3)	4 (1.4)	1 (0.4)	20 (7.0)	11 (3.9)	10 (3.9)	4 (1.4)
	21 (7.3)	25 (8.8)	0 (-)	1 (0.4)	18 (6.3)	10 (3.5)	10 (3.5)	11 (3.9)
	18 (6.3)	24 (8.5)	4 (1.4)	3 (1.1)	21 (7.3)	18 (6.3)	7 (2.5)	3 (1.1)
Teachers	131	128	14	11	118	73	57	34
Total	(39.8)	(41.5)	(4.9)	(3.9)	(42.3)	(25.7)	(23.7)	(12.0)

In table 4.2, the number of times the respondents benefited from each of these staff development programme are indicated. For example, 113 respondents indicated that they have not benefited from In-service programmes, 118 benefited once, 14 benefited twice and only 11 indicated that he benefited up to three times.

Section 3

What are the problems that are hindering the teachers from benefitting the staff development programme?

Question three was asked to find out the problems hindering the teachers from benefiting from these staff development programmes. The responses of the teachers to item 31 of the questionnaire was analysed. From all the problems listed by the teachers, five of them were prominent. In table 4.3 therefore, the problem areas are identified and the frequencies mentioned were also calculated.

Table 4.3: Problems Hindering Teachers from Benefiting of Staff Development Programmes.

A. Teachers Responses			
S/No	Problems	Frequency	Percentage
1.	Favouratism in the Ministry	94	33.00
2.	Lack of prompt payment of salaries and allowances	65	22.80
3.	Lack of interest in educational development by teachers.	55	19.36
4.	Poor treatment of teachers by society.	45	15.94
5.	Incessant closures of the training Institutions	25	
Total		284	100.00
B. Ministry Officials Responses			
1.	Lack of funds in the Ministry	14	30.43
2.	Lack of clear out policy on training.	8	17.39
3.	Lack of rewards after training	10	21.77
4.	Quarter system in the Ministry	7	15.21
5.	Lack of adequate information on training opportunities	5	10.86
6.	Lack of interest by the teachers to attend courses	2	4.34
Total		46	100.00

Responds Question 4

Are teachers in secondary schools in Kaduna State enjoying the salaries and allowances and inservice courses to boost their morale? In answering this question, the variables were identified such as salaries, type of allowances and the in-service. The response of both the teachers and Ministry officials are presented in table 4.4.

Table 4.4: Responses to Enjoyment of Salaries and Allowances by Teachers in Kaduna State.

S/No	Variables	Agree		Disagree	
		Teachers N= 284	Ministry Officials N = 46	Teachers N = 284	Ministry Officials N=46
1.	Salaries & Allowances	52 (18.3)	9 (19.6)	232 (81.7)	37 (80.4)
2.	Housemaster Allowance	35 (12.3)	9 (19.6)	249 (87.6)	36 (78.3)
3.	Duty Master Allowance	75 (26.4)	7 (15.2)	20 (71.8)	39 (84.8)
4.	Leave Grants	26 (9.2)	2 (4.3)	258 (90.8)	44 (95.6)
5.	Science Teachers	100 (35.2)	19 (41.3)	184 (64.8)	27 (58.7)
6.	Inservice Training	24 (7.0)	3 (6.5)	260 (91.5)	43 (95.5)

The discussion made from page 7 to 11 on each variable above buttressed the results in table 4.4 that majority of teachers do not enjoy these benefits in order to boost their morale even where they are intitled.

1. Salaries:- Table 4.4 indicates that 52 teachers (18.3%) and 9 Ministry Officials (19.6%) have agreed that salaries are being paid promptly while 232 teachers (81.7%) and 37 Ministry officials (80.4%) had disagreed that salaries are being paid to teachers promptly. The number of responses in disagreed column out numbered those responses in agreed column because both teachers and officials of the Ministry of Education Solely depended on the salaries to earn their living.

2. House Masters Allowance:- The house master allowance was paid to teachers to serve as motivation so that the teachers could put more eyes to improve on the general condition of the students compounds. In table 4.4 above, 35 teachers (12.3%) and 9 Ministry Officials (19.6%) agreed that they have been enjoying House Master allowance but 249 teachers (87.6%) and 36 Ministry Officials (78.3%) had disagreed that they have been enjoying house masters allowance. It is likely that those who agreed that they have been enjoying the house master allowance might have been paid from the school internal revenue where by the principal used his discretion to pay them. But the majority of the responses did not agree because the Ministry of Education had not been paying the house master allowance to

teachers and the Principals did not want to use risk to pay them as there was no official directive to the principals to use school revenue to pay house masters allowance.

3. The Duty Master Allowance:-

The duty master allowance was meant to supplement the extra duties teachers carried out through supervision of all the school programmes for the day. It was meant also to motivate teachers so that they could participate actively in the development of the school. In table 4.4 75 teachers (26.4%) and 7 Ministry Officials (15.2%) and agreed that teachers have been receiving duty master allowance while 204 teachers (91.8%) and 37 Ministry Officials (84.8%) had disagreed with the statement. The teachers and Ministry Officials who agreed that duty master allowance was being paid might had been paid from the internal school revenue where by principals used their discretion to pay them. The majority of teachers were not paid as the Ministry Education had not officially approved to be paying the duty master allowance.

4. Leave Grants:-

The leave grants were very important to teachers because it was a mean to enable teachers to travell to their

respective homes once in a year. Sometimes, the Ministry of Education denied such grants to teachers hence this became one of the areas that led teachers to go on strike. For example, the teachers strike of 1992 in Kaduna State. In table 4.4, 26 teachers (9.2%) and 2 Ministry Officials (4.3%) agreed that they had been receiving their yearly leave grants while 258 teachers (90.8%) and 44 Ministry Officials (95.6%) disagreed that they had been receiving their yearly leave grants. The very few persons who agreed that they had been receiving their yearly leave grants might be getting it through the favouratism in the Ministry of Education

5. Science Teachers Allowance:-

The Science teachers allowance was meant to motivate teachers to contribute immensely to improve the teaching of science and technology in the schools. Table 4.4 above shows that 100 teachers (35.2%) and 19 Ministry Officials (41.%) agreed that teachers had been receiving science teachers allowance; while 184 teachers (64.8%) and 27 Ministry Officials (58.7%) disagreed that they had been enjoying science teachers allowance. It might be possible that those who had not been receiving science teachers allowance was related to insufficient

funds remitted to the Ministry of Education by the Ministry of Finance.

6. The Inservice Training:-

It is an opportunity given to teachers to attend a course so that they could increase their teaching skills and new teaching techniques, and ideas. In table 4.4 above, 20 teachers (7.0%) and 3 Ministry Officials (6.5%) agreed that they enjoyed inservice training while 260 teachers (91.5%) and 43 Ministry officials (93.5%) disagreed that they enjoyed inservice training. The very few teachers and Ministry officials who agreed that they enjoyed inservice training might be through the favourablism in the Ministry of Education, while the majority of teachers and Ministry officials who disagreed that they enjoyed inservice training might be due to the limited funds for inservice training as released to the Ministry of Education by the Ministry of Finance.

It is evident from the table 4.4 that majority of teachers do not enjoy these benefits even when they are entitled.

Question 5

The question seems to be a further step on the salaries and allowances. It seeks to find out whether these allowances and salaries where they are enjoyed are

paid promptly and as when due. Both responses from the teachers and Ministry officials can be seen at a glance in table 4.5.

Table 4.5: Responses to Prompt Payment of Salaries and Allowances.

Variables	Agree		Disagree	
	Teacher	Ministry Officials	Teachers	Ministry Officials
Salaries	52 (18.3)	9 (19.9)	232 (81.7)	37 (80.4)
House Master	35 (12.3)	9 (19.9)	249 (87.6)	36 (76.3)
Duty Master Allowance.	75 (26.4)	7 (15.2)	204 (71.8)	39 (83.3)
Leave Grant	26 (9.2)	2 (4.3)	258 (90.8)	44 (95.6)
Science Teachers	100 (35.2)	19 (41.3)	184 (64.3)	27 (58.7)

A greater percentage of the responses disagreed with the idea of teachers being paid promptly their salaries and allowances. One of the reasons can be due to the insufficient funds released to the Ministry of Education by the Ministry of Finance.

Are teachers promotions always regular. The answer to this question was derived from the responses to item 22 on the questionnaire. The results of the analysis is shown in table 4.6.

Table 4.6: Responses to Regular Promotion of Teachers.

	SA	A	D	SD
Teachers	- (0.0)	4 (1.4%)	16 (5.6%)	28 (9.9%)
	1 (0.4)	8 (2.8)	26 (9.2)	12 (4.2)
	- (0.0)	10 (3.5)	22 (7.7)	14 (4.9)
	- (0.0)	6 (2.1)	23 (8.1)	16 (5.6)
	1 (0.4)	6 (2.1)	21 (7.4)	21 (7.4)
	2 (0.7)	5 (17.6)	23 (8.1)	19 (6.7)
Ministry Officials	3 (6.5%)	17 (37.0)	21 (45.7)	5 (10.7)
Total	7 (8.0%)	56 (17.0%)	152 (46.1%)	11 (3.3%)

In table 4.6 it is revealed that 46.1% of the total respondents disagreed with the statement on regular promotion for teachers. The highest disagreement came

from teachers and Ministry Officials who responded to the questionnaire. It can therefore be calculated on general terms that teachers' promotions are not always regular in Kaduna State and the Ministry Officials are not ignorant of this fact. For example, in 1992 there was mass promotion of teachers to solve the problem of accumulated promotion.

Question 7

Are teaching and learning materials adequately provided in secondary schools in Kaduna State. The responses are tabulated from item 18 in the questionnaire and presented in table 4.7.

Table 4.7: Response to Adequacy of Teaching and Learning Materials Provision.

	SA	A	D	SD
Teachers	- (0.0)	3 (1.1%)	19 (7.7%)	26 (9.2%)
	- (0.0)	1 (0.4)	21 (8.4)	25 (8.8)
	- (0.0)	- (0.0)	15 (5.3)	31 (10.9)
	- (0.0)	3 (1.1)	17 (6.0)	25 (8.8)
	1 (0.4)	4 (1.4)	14 (5.9)	20 (10.6)
	1 (0.4)	4 (1.4)	9 (3.2)	35 (12.3)
Ministry Officials	- (0.0)	1 (2.2)	26 (56.5)	19 (41.3)
Total	2 (0.6%)	16 (4.8%)	121 (36.7%)	190 (58.6%)

Table 4.7 indicates that the respondents found the provision of teaching and learning materials in secondary schools is inadequate. A total of 36.5% and 58.6% of Teachers disagreed and strongly disagreed respectively that materials for teaching and learning is provide adequately.

4.3 Hypotheses Testing

The eight hypotheses stated in chapter 1 are tested here. The hypotheses compared the response of the teachers and ministry officials on the aspects of staff development programmes.

Hypothesis 1

There is no significant difference in the opinions of teachers and senior officials of the Ministry of Education Headquarters Kaduna on the effect of staff development programme on secondary school teachers.

**Table 4.8(a): Teachers and Ministry Officials
Responses on the Effects of Staff
Development Programmes on Teachers.
The responses of the Teachers and
Ministry Officials was shown in Table
4.8(a).**

	N=284 N= 46	SA Frequency (%)	A Frequency (%)	D Frequency (%)	SD Frequency (%)
Teachers		2 (0.7)	8 (2.8)	26 (9.1)	11 (3.8)
		3 (1.0)	4 (1.4)	26 (9.1)	14 (4.9)
		2 (0.7)	12 (4.2)	26 (9.1)	8 (2.8)
		- (0.0)	11 (3.8)	29 (10.2)	5 (1.7)
		4 (1.4)	3 (1.0)	24 (8.4)	18 (6.3)
		3 (1.0)	11 (3.8)	20 (7.0)	14 (4.9)
Ministry Officials		2 (0.7)	11 (3.8)	24 (8.4)	9 (3.1)

The high percentage in the Disagree response shows that the majority of teachers and Ministry Officials have disagreed that the staff development programmes is effective to make teachers more efficient and productive.

The statistical test was conducted under t-test and the responses were analysed and provided the result in table 4.8 (b) below.

Table 4.8(b): Teachers and Ministry Officials on effects of Development Programmes on Teachers.

Variables	N	X	SD	St-Err	T-value	df	P	S
Teachers	284	6.577	5.087	0.301				
Ministry of Education	46	9.717	5.810	0.856				
					-3.804	328	0.002	S

S = Significant at 0.05 level.

In hypothesis one, the variable concerned was the opinions of teachers and senior officials of the Ministry of Education headquarters, Kaduna on the effect of staff development programmes on secondary school teachers. The t-test analyses of the responses is provided in table 4.8(b). The mean score of the Ministry Officials were higher than that of the teachers. X for Ministry Officials is 9.717 while that for teacher is 6.577. The mean differences may be a result of a possible fact that the Ministry Officials may want to justify the operation of the

programmes, hence their opinions about the programmes was higher than that of the teachers. Also, it may be that, teachers involved in this study have not benefited from the staff development programmes. This fact was confirmed by the analysis in table 4.8(b). The result therefore rejects the hypothesis of no significance because a different significance exist between the teachers and Ministry Officials response on the effect of staff development programmes on the teachers. The significant difference in the opinion of teachers and Ministry Officials was due to the fact that majority of them sponsored themselves to attend in-service training and they do not have the reward after they returned from the training and workshops.

Hypothesis 2

This hypothesis states that there is no significant difference between the opinion of teachers and Ministry Officials on the factors hindering plans to improve staff development programmes for motivation of secondary school teachers. The responses of teachers and Ministry Officials on hypothesis 2 were stated in table 4.9(a) to lead to analyse the statistical t-test in table 4.9(a).

Table 4.9(a): Teachers and Ministry Officials responses on Factors Hindering plans to improve staff Development Programmes.

Responses				
	N=284 N= 46			
	SA Frequency %	A Frequency %	D Frequency %	SD Frequency %
Teachers	-	9	12	26
	(0.0)	(3.1)	(4.2)	(9.1)
	-	4	17	26
	(0.0)	(1.4)	(5.9)	(9.1)
	-	4	19	25
	(0.0)	(1.4)	(6.6)	(8.8)
	-	5	22	18
	(0.0)	(1.7)	(7.7)	(6.3)
	2	9	13	25
	(0.7)	(3.1)	(4.3)	(8.8)
	1	2	15	30
	(0.3)	(0.7)	(5.2)	(10.5)
Ministry of Education	4	14	16	12
	(1.4)	(4.9)	(5.6)	(4.2)

Both the teachers and Ministry Officials strongly disagreed that the Ministry frequently sponsor teachers to attend in-service training, workshops and seminars. The high percentage in the opinion of the teachers and Ministry Officials indicated that the low percentage to sponsor teachers to attend in-service

training and workshops is one of the specific factors hindering to improve staff development programmes for teachers in secondary schools.

Table 4.9(b): Teachers and Ministry Officials responses on Hindering Plans to improve staff Development Programmes.

Variables	N	X	SD	St.Err	T-test	df	P	S
Teachers	284	2.750	0.650	0.0385	1.69	328	0.908	NS
Ministry of Education Officials	46	2.739	0.443	0.0654.				

NS = Significant at 0.05 level.

Based on the results in table 4.9 (b) the t-test value of what is less than t-test table value at the degree of freedom of 328. Equally a t-test statistics was used on the responses and the results indicate what is presented in table 4.9(b). Hypothesis two was retained for no significant differences was found between the compared groups opinions. The non significance found between the groups may be due to the fact that both Ministry officials and teachers are not clear about what staff development programmes entails.

This is because no significant difference was found between the opinions of teachers and Ministry Officials. Also, it may be due to the fact that the majority of teachers and Ministry Officials are not being fully sponsored to attend in-service training and workshops.

**Table 4.10(a): Teachers and Ministry Officials
Opinions on payment of Salaries and
Allowances.**

Responses					
	N=284 N= 46	SA Frequency %	A Frequency %	D Frequency %	SD Frequency %
Teachers		- (0.0)	6 (2.1%)	18 (6.3%)	23 (8.0%)
		- (0.0)	7 (2.4)	21 (7.3)	19 (6.6)
		2 (0.3)	11 (3.8)	17 (5.9)	18 (6.3)
		- (0.0)	10 (3.5)	23 (8.0)	12 (4.2)
		2 (0.3)	7 (2.4)	14 (4.9)	26 (9.1)
		- (0.0)	6 (2.1)	20 (7.0)	22 (7.7)
Ministry Officials		3 (1.0)	6 (2.1)	13 (4.5)	24 (8.4)

The above responses indicate that the highest percentage of the responses is in Disagree and Strongly Disagree opinions of both teachers and Ministry Officials.

as the case from teachers in secondary school while the Ministry officials have the highest percentage in D and SD respectively. The high percentage in D and SD whos that both groups has rejected the statement that payment of salaries and allowances have been regular.

The result to this hypothesis is further tested statistically and it is presented in table 4.10(b).

Table 4.10(b): Teachers and Ministry Officials
on payment of salaries and allowances.

Variables	N	X	SD	St-Err	T-value	Df	P	S
Teachers	284	6.954	4.151	0.2463				
Ministry Officials	46	7.521	3.897	0.5746	-0.8675	328	0.3864	NS

The non significance found between the opinions of teachers and ministry officials may be related to the fact that both teachers and ministry officials are directly affected for largely depended on the salaries and allowances to maintain their families. Hypothesis 3 is also retained because there is no significant differences on the opinions of teachers and Ministry officials on the payment of teachers salaries and allowances.

Hypothesis 4.

There is no significant difference in the opinions of teachers and Ministry Officials on the availability of teaching and learning materials in secondary schools. The responses of teachers and ministry officials was presented in table 4.11(a) and item 20 in the questionnaire was used to get opinions of the two groups for hypothesis 4.

Table 4.11(a): Opinions of Teachers and Ministry Officials on Teaching and Learning Materials provision.

	Responses			
	SA Frequency %	A Frequency %	D Frequency %	SD Frequency %
Teachers	- (0.0)	3 (1.0%)	19 (6.6%)	25 (8.8%)
	- (0.0)	1 (0.3)	21 (7.3)	25 (8.8)
	- (0.0)	- (0.0)	15 (5.2)	33 (11.6)
	- (0.0)	3 (0.3)	20 (7.0)	22 (7.7)
	1 (0.3)	4 (1.4)	14 (4.9)	30 (10.5)
	2 (0.7)	4 (1.4)	8 (2.8)	34 (11.9)
Ministry Officials	- (0.0)	1 (0.3)	26 (9.1)	19 (6.6)

The opinions of teachers and Ministry Officials under the disagree and strongly disagree responses clearly show that both group has rejected the statement that there is adequate supply of teaching and learning materials in secondary schools. The opinions can be attributed to the policy of the ministry of Education that parents had to supply such materials to their children to schools.

The result to test hypothesis 4 is presented in table 4.11(b) below.

Table 4.11(b): Opinions of Teachers and Ministry Officials on Teaching and Learning Materials Provision.

Variables	N	X	SD	St-Err	T-test	Df	P	S
Teachers	284	0.4612	0.630	0.0874				
Ministry Officials	46	0.608	0.536	0.0791	-1.4994	238	0.1347	NS

The opinions found between the two groups on the provision of teaching and learning materials may be due to the policy of the Ministry of Education that it could no longer supply all the teaching and learning materials in secondary schools. The parents have to be providing

such materials to their children in secondary schools. Table 4.11(b) concludes that hypothesis 4 is also retained due to the policy being implemented that parents have to provide text books, writing materials and even the desks to their children in secondary schools.

Hypothesis 5

Hypothesis 5 focuses on the opinions of teachers and Ministry Officials on the teachers satisfaction and safety of their jobs. Item 21 in the questionnaire has is very advant to obtain results from the responses of both teachers and ministry officials. The responses were tabulated in table (4.12 (a)).

Table 4.12(a): Teachers and Ministry Officials
opinions of Teachers Satisfaction
with Security and Safety of their
Jobs.

	N=284 N= 46	SA Frequency %	A Frequency %	D Frequency %	SD Frequency %
Teachers		- (0.0)	9 (3.1%)	16 (5.6%)	22 (7.7%)
		2 (0.7)	19 (6.6)	16 (5.6)	10 (3.5)
		- (0.0)	6 (2.1)	23 (8.0)	19 (6.6)
		- (0.0)	12 (4.2)	15 (5.2)	18 (6.3)
		2 (0.7)	8 (2.8)	17 (5.9)	22 (7.7)
		2 (0.7)	8 (2.8)	21 (7.3)	17 (5.9)
Ministry Officials		1 (0.3)	15 (5.2)	13 (4.5)	17 (5.9)

The high percentage of responses indicates that the opinions of teachers and ministry officials is insignificant because both the group has retained the statement that teachers are satisfied with safety of their jobs. The retaining of the statement by the two groups can be due to the fact that teachers have no choice to other jobs either nor stick to the teaching profession. Also,

reason to retain the statement can be to the fact that majority of teachers are not found wanting on their jobs.

The t-test analyses the result in table 4.12(b).

Table 4.12(b): Teachers and Ministry Officials opinions of teachers satisfaction with security and safety of their jobs.

Variables	N	\bar{X}	SD	St-Err	T-test	Df	P	S
Teachers	284	8.0281	5.1758	0.3073				
Ministry Officials	46	11.2608	5.994	0.8837	-3.8387	328	0.0001	S

The analysis indicates that the mean score of the Ministry officials was higher than that of the teachers. The possible factors may be the often held opinion about teachers by the employees that teachers have no other jobs hence despite dissatisfaction with their employer, the majority of the teachers still have to remain on the teaching career. It can also attributed that teaching provides security and safety of their jobs.

Again, teaching being a social oriented job, the interaction the teachers enjoy with their students might possibly influenced the opinions of the Ministry Officials

more than that of the teachers vicariously. Lastly, teaching job is not as risky as other jobs where fraud could easily put ones job at risk. The result in table 4.12(b) indicates a high T-calculated value than the T-table. On this preonise, the hypothesis on no significant differences between the opinions of teachers and ministry officials is herby rejected.

Hypothesis 6

Item 3 in the questionnaire was used to obtain responses of the teachers and ministry officials on the staff development policies implementation. Table 4.13(a) has come out with the responses of the teachers and Ministry officials.

**Table 4.13(a): Teachers and Ministry Officials
Opinions on staff Development
Policies Implementation.**

Teacher	N= 284 N= 46	SA Frequency %	A Frequency %	D Frequency %	SD Frequency %
Teachers		6 (2.1%)	16 (5.6%)	17 (5.9%)	8 (2.8%)
		- (0.0)	11 (3.8)	25 (8.8)	11 (3.8)
		1 (0.3)	19 (6.6)	20 (7.0)	7 (2.8)
		2 (0.7)	9 (3.1)	28 (9.8)	6 (2.1)
		5 (1.7)	9 (3.1)	17 (5.9)	18 (6.3)
		0 (0.0)	13 (4.5)	21 (7.3)	14 (4.9)
Ministry Officials		4 (1.4)	23 (8.0)	10 (3.5)	9 (3.1)

The high responses of teachers and Ministry Officials rejected the statement that the policies implementation has improved teachers efficiency and high productivity. The policies implementation has not facilitate for effective implementation of staff development programmes for secondary school teachers. This may be due to the tide up formulated policies that teachers are not given

full sponsorship to attend in-service training and workshops and also that parents had to provide working materials to their children in the secondary schools.

A t-test statistics was used to analyse the opinions of teachers and ministry officials and the result was obtained in table 4.13(b).

Table 4.13(b): Teachers and Ministry Officials opinions on Staff Development Policies Implementation.

Variables	N	X	SD	St-Err	T-test	Df	P	S
Teachers	284	1.133	0.8256	0.0489				
					2.2604	328	0.0245	S
Ministry Officials	46	1.434	0.9104	0.1342				

The Ministry officials had a higher opinions of the implementation of staff development programmes policies than the opinions of teachers. This is not surprising because according to Suala (1979) the implementation policies depend on Finance. For this, if funds were released to the Ministry and it was not properly channelled staff development programmes, then it is normal for the officials of the Ministry of Education to have a higher opinion about the implementation than the teachers who might feel otherwise.

Also, since many teachers had not benefited from staff development programmes, this might have reduced their opinion about the staff development programmes for secondary school teachers. There is a significant difference in the opinion of the two groups hence the hypothesis 6 is rejected.

4.4 Summary

Three hypothesis in this research were rejected because there was a statistical significant differences between the opinions of teachers and that of the Ministry officials on the variables. Hypothesis 2,3 and 4 were retained because there is no significant difference found between the opinions of the two groups on factors hindering plans to improve staff development programmes, improve regular payment of salaries and improvement in the provision of teaching and learning materials in secondary schools.

The main findings from the research questions and hypothesis can be attributed under the following areas; Many teachers had not been benefiting from the staff development programmes; both teachers and Ministry officials had the opinions that favouratism and insufficient of funds were the factors hindering the effect of staff development programmes; both teachers and Ministry officials had the

view that there was no regular payments of salaries and allowances to teachers; there was insufficient supply of teaching and learning materials in secondary schools and teachers have to maintain their jobs hence they have their jobs secured and safe.

The findings also confirmed that some of the policies of the ministry of Education that it could not provide all the teaching and learning materials to schools and also that it could not give full sponsorship for teachers to attend in-service training and workshops have not helped to make staff development programmes effective in secondary schools. Lastly, the majority of the responses from teachers and ministry officials have agreed that favouratism in the Ministry of Education headquarters is one of the specific factors hindering teachers to benefit from the staff development programmes. These main findings of the research have concluded to have three of the six hypotheses rejected while the other 3 hypotheses were retained.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS5.1 Introduction

This concluding chapter of this thesis summarises the study on staff Development among secondary school Teachers in Kaduna State. The chapter has the summary of the study, conclusions and recommendations.

5.2 Summary of the Work

The study was motivated by the researcher's observation that the Ministry of Education grants In-service to teachers at a low rate. In-service training is the most important staff development programmes of the Ministry. The researcher feels that the low rates could block teachers morale. The researcher then attempted in this work to ascertain whether the teachers are aware and satisfied with the Staff Development programmes of the Ministry. Also, the researcher studied what the problems hindering teachers from benefiting from the staff development programmes are.

Based on the above objectives, seven (7) research questions were formulated. Among them are questions related to types of staff development programmes, how many teachers benefited, what problems are there hindering

teachers from benefiting from the staff development programmes. In addition to the seven questions, six hypotheses were stated to compare opinions of teachers and ministry officials on issues like effects of staff development programmes on teachers, factors hindering plans to improve the programmes and so on.

The literature review which is the focus of chapter two of the work was done under the following main subheadings:-

- (a) Staff development programmes for teachers.
- (b) Conferences, workshops and seminars.
- (c) The meaning of motivation,
- (d) Motivation of secondary teachers in Kaduna State.

In each of the above sections, a literature review relevance to this study was intensively reviewed.

Chapter 3 which is on research methodology and procedure to cussed on the description of the population, sample size and techniques and the research instrument which was a questionnaire constructed by the researcher. Other areas are the procedure of administering the questionnaire which was done by the researcher and other colleagues, and the methods of data analysis which was mainly descriptive statistics such as frequency, percentage and t-test.

In chapter 4 of the work, the results were presented in table form to answer the seven (7) questions and test the six hypothesis. The discussion of the findings was also made in this chapter to explain some factors possibly responsible for the findings.

5.3 Summary of Findings.

The following are the main findings of the study. Details of the findings can be found in chapter 4 of this work.

1. The teachers generally are aware of the staff development programmes of the Ministry, especially the in-service programmes but majority are dissatisfied with the operation of the programmes in the Ministry.
2. More of the teachers have not benefited from the staff development programmes in the Ministry, both in In-service training, workshops and seminars attendance.
3. It was found that a lot of problems exist which hinder the operation of staff development programmes. Among the major ones are favouratism, lack of funds, clear policy and payment of salaries and allowances.

4. Both teachers and Ministry Officials agreed that teachers salaries and allowances are not paid promptly and these do not encourage teachers to do their work well.
5. Promotion of teachers is not regularly done.
6. There is inadequate supply of learning and teaching materials to secondary schools in Kaduna State. This finding was revealed by both the Ministry officials and the teachers in all the zones.
7. It is also found that teachers and Ministry officials share similar opinions on issues like regular payment of salaries and allowances, factors hindering the implementation of staff development programmes and finally on availability of teaching and learning materials in secondary schools.
8. The opinions of Ministry officials differ greatly from that of teachers on issues like effects of staff development programmes, teachers satisfaction with security and safety of jobs and the implementation of the programmes by the Ministry.

9. It is also found from this study that both teachers and Ministry officials only interpret staff development programmes in line with In-service training mainly. Other issues like seminars, workshops and short courses are not emphasised.

From these findings it can be concluded that the teachers in Kaduna State are not fairly treated to motivate them for higher performance in schools. With this situation, the Ministry officials are aware of the conditions of learning and teaching in our secondary schools and the low dedication to work of the teachers.

5.4 Conclusion

The issue of Staff Development Programmes have been of great concern and interest to all organisations. Many employees have failed in many organisations such as Ministry of Education because many of the teachers have not been benefiting from the in-service programmes. Staff Development Programmes for Secondary School Teachers in Kaduna State should aimed at helping the teachers to be abreast with current ideas, skills and knowledge in their respective fields for them to perform efficiently and satisfactorily in their teaching job.

Specifically, the study focussed on Staff Development Programmes variables such as in-service training, workshops, seminars and conferences. Also, factors hindering teachers to benefit from the staff development programmes were identified and some recommendations towards possible solutions to the factors were enumerated.

The result of hypothesis one showed that the mean score of the Ministry Officials were higher than that of the teachers. For example, the Mean Score of the Ministry Officials is 9.717 while that for Teachers is 6.577. This indicates that teachers involved in this study have not benefited from staff development programmes, and also many teachers sponsored themselves to attend in-service training. The result therefore rejects hypothesis one because there is no significant difference between the teachers and Ministry Officials responses on the effect of staff development programmes for secondary school teachers in Kaduna State.

The result of the study and supported by the results of the hypothesis showed that, many factors have been identified handering the teachers to benefit from the staff development programmes for secondary school teachers in Kaduna State. Some of the factors were:-

- (i) Many of the teachers sponsored themselves to attend in-service courses.
- (ii) Frequent changes of the government policies on staff Development Programmes.
- (iii) High cost of tuition fees to sponsor Teachers to attend in-service training.
- (iv) Lack of adequate motivation for Teachers to willingly accept to attend workshops, seminars and in-service training.

From the above conclusion, the researcher has the views that the issue of staff Development Programmes for Secondary School Teachers should be given proper attention so that the aims and objectives of the programmes could be achieved. Infact, Staff Development Programmes are the main strategy to improve Teachers efficiency, skills and knowledge for better teaching in secondary schools.

Based on the above objectives, seven research questions were formulated and also six hypotheses were stated to assist to the researcher in his study. The researcher was able to identify seven main findings from the investigation he conducted. See chapter 5 topic 5.3. From the seven main findings it can be concluded that secondary school teachers in Kaduna State are not fairly treated to motivate them for higher performance in schools.

The Ministry officials are aware of the condition of learning and teaching in secondary schools and the low performance of the teachers. Both teachers and the Ministry officials are not satisfied with the operation of staff Development Programmes for secondary school teachers in Kaduna State. Specifically the study focused on the staff development programmes such as in-service training workshops seminars that regarded essential of motivating teachers for efficiency. It is hoped that the findings will challenge the researchers to rise to the challenges of staff development programmes for secondary school teachers in Kaduna State.

5.5 Recommendation

The researcher has made some recommendations arising from the findings of this study to both the Ministry officials, the teachers themselves and for further researchers.

5.5.1 Ministry Officials

1. It is very essential that the Ministry has a deliberate policy on staff development that is comprehensive, systematic and straight forward. Such a comprehensive policy should not be limited to In-service training but should include short-time courses, seminars and workshops sponsorship of every teacher. The policy should focus on giving every body a chance on a systematic basis. That is to say if every teacher

should be sent for a seminar and workshop every two years in his subject area, let the policy indicate so and such be followed.

2. The ministry should in its budget make provision for such staff development and endeavour to invite consultants or university lecturers or related departments to conduct such programmes for them. This is one of the ways to control expenditure based on budget for seminars and workshops.
3. The Ministry should endeavour to put teachers salaries on top priority in the state. Since they know most of these teachers are in rural areas and they have no other sources of income as other civil servants. This should also include payment of In-service allowances and fees where applicable.
4. The issue of sectionalism and favouratism in the implementation of In-service development programmes should be eliminated since the State is the only liberal State in the country. Reports by teachers and even Ministry officials emphasised that sectionalism and favouratism are major factors hindering the staff development programmes is a pointer that these factors be eliminated.

5. The practice so far, means that the concept of staff development is only limited in understanding of in-service training to the disadvantage of seminars, workshops, short courses of 2-3 months, or weeks for teachers. The concept should include workshops, seminars and conferences.
6. The Ministry should also use seminars and workshops attendance as part of evaluation for promotion of teachers. Principals should be encouraged to sponsor their staff for seminars and workshops atleast once in every three years and to give reports when such teachers come back from seminars and workshops.

5.5.2 The Teachers

To the teachers, the staff development programme is meant for, it is hereby recommended from the findings of this study that:-

1. They should understand the underlying components of staff development so that their ambition is not only on In-service training for 2-3 years. Teachers should note that attendance at seminars and workshops is part of staff development and when they are sponsored by their schools, they should go with the ambition to improve themselves.

2. More unity among the teachers and a pressure on their association (NUT) to struggle for them to benefit from the staff development programmes is necessary, it is also good for the (NUT) to organise at least once every year for teachers seminar and workshop in subject areas to assist teachers to improve their skills.
3. Teachers should try to obey the policies governing staff development programmes so that such teachers were not call back from in-service training for violating rules and conditions of staff development programmes.
4. Teachers should be given equal treatment and opportunity to attend seminars, workshops, and may other kind of in-service training.

5.5.3 Recommendations for Further Research

The field of Staff Development Programme for Secondary School Teachers in Kaduna State is very important in the teaching profession. Staff development deals with the process to increase the teachers' efficiency and performance. Staff development enables teachers to acquire skills and new knowledge. Sponsoring teachers to go for workshops, seminars and any kind of in-service training would enable teachers

to do their teaching job better.

It is in view of the above that the researcher recommends for further investigation in this area. The researcher further recommends that the research should cover the principals of schools. In addition to the above recommendation, extended research can be conducted in other states of the Federation and the results be compared with the present findings on Kaduna State.

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APPENDIX

QUESTIONNAIRES FOR SECONDARY SCHOOL TEACHERS
AND SENIOR OFFICIALS OF THE MINISTRY OF EDUCATION
HEADQUARTERS, KADUNA

Dear Sir/Madam,

Kindly complete this questionnaire. The study is intended to help us to have a better understanding of staff development programmes for secondary schools teachers in Kaduna State so that a fruitful suggestion for improvement can be made.

Please, note that your answers or information will be treated as most confidential.

Thank you.

<u>NB</u> .	S.A.	Means strongly Agree.	4
	A.	Means Agree	3
	D.	Means Disagree	2
	S.D.	Means Strongly Disagree	1

SECTION A

1. Your present post:-
 - (a) Classroom Teacher only
 - (b) Senior Official of the Ministry of Education, Kaduna
2. Highest Educational Qualification.
 - (a) Dip/N.D.

	SA	A	D	SD
7. Teachers salaries are paid promptly				
8. Secondary school teachers have been receiving their yearly leave grant promptly.				
9. Lack of adequate funds retards for the full payments of year leave grant to secondary school teachers.				
10. Teachers in Boarding Secondary Schools have been receiving duty allowance.				
11. Teachers have been enjoying house masters allowance.				
12. Teachers have been receiving science teachers allowance.				
13. Secondary school teachers have been enjoying rapid refurbishing loan.				
14. Teachers have been receiving housing loans.				
15. Teachers have been receiving rapid furniture loans.				
16. Majority of secondary schools teachers are not interested in going for further training.				
17. The payments of course allowances for further training of 1-3 years have been normal and frequent.				
18. There is adequate supply of teaching material and equipment to secondary schools in Kaduna.				
19. Teachers are well secured for their jobs.				

	SA	A	D	SD
20. Promotion of Secondary Schools teachers has been regular.				
21. Secondary School teachers are given all the necessary encouragements by the Ministry of Education to reach the highest post in the profession				
22. The Ministry of Education respects and recognises the importance of secondary school teachers.				
23. Teachers are being giving all the basic needs by the Ministry of Education.				
24. Teachers' houses in secondary schools are always renovated.				
25. Teachers morale is always high in the profession.				
26. Lack of proper care of the government quarters by teachers contributes to the long delay to renovate those houses by the government.				
27. Secondary School teachers have been enjoying free medical treatment.				
28. I have attended three workshops or three seminars in the last ten years				
29. I have attended one or two in-service training in the last ten years.				

30. What do you think are the specific factors hindering you from benefiting from the existing opportunities on training programmes at the Ministry of Education.

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____