IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON TEACHERS' PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN TARAUNI LOCAL GOVERNMENT AREA OF KANO STATE.

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APRIL, 2018

DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Professor, Aliyu Dauda and has not been presented anywhere for the award of a degree. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and subsequent write up (JUDITH O.

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ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my Parents and my Husband (Mr. Aloysius Okpaleke) for their support

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ABSTRACT

This study examined the impact of Staff Development Programmes (SDP) on Private Secondary Schools Teachers in Tarauni Local Government Area of Kano State. The study adopted descriptive survey design. The population of the study was Six Hundred (600) teachers in all the Thirty (30) private Secondary Schools in Tarauni Local Government Area. Two Hundred and Thirty Four (234) teachers out of 600 were selected, while, Ten (10) were conveniently selected from which 234 teachers were selected base on Research Advisor 2006 table of determining sample size. Simple random sampling technique was also adopted. Data were collected using Impact Development Programme Application Questionnaire (IDPAQ). The IDPAQ Cronbach's Alpha reliability is .986 (98.6%). Data collected was analysed and reported using frequency and percentage counts in Tabulation format with the help of Statistical Packages for Social Sciences (SPSS) version 20. The study found that the various Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State were interschool visitation, meetings training, head teacher-teacher assistance, seminar, workshops and conferences, teacher-teacher assistance, and mentoring. Also Continuing Education, Induction Training, and In-Service Training were not made available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State. Also, this study found that application of Staff Development Programmes (SDP) has significant positive and favorable impact of the Knowledge of Subject Matter (KSM); Effective Classroom Management (ECM); Teaching Method Effectiveness (TME) and teacher's ability to evaluate students' work in Private Secondary Schools under study. Based on these findings, it was recommended that Kano State Government (Ministry of Education) and other authorities managing private secondary school in Kano State should ensure that the management of private secondary schools regularly organize and allow its teachers to partake in Staff Development Programmes (SDP) such as seminar, workshops and conferences within or outside the state. Educational authorities and the management of private secondary schools in Tarauni local government area and Kano State at large should on a regular basis organize training programmes for teachers.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

A teacher is one certified to engage in interactions with learners for the purpose of effecting a change in their behaviours. On the other hand, a teacher assumes different capacities such as educator, instructor, tutor, lecturer and professor. Teachers at all levels of the educational system are very important in the overall development of any nation. The success or failure of any nation depends largely on the quality of its educational system. This in turn depends on the quality of the nation's teachers (Akinpelu, 2005). Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of student's performance. Stressing this point, Hammad (2001) points out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession that demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training and so on.

In Nigeria, the attention paid to teaching at all levels appears to negate the importance of teacher education as a tool for national development. According to Lassa (1998), education is the key to National development and only teachers hold the key to it. All educational enterprises revolve around teachers. Ukeje (2007) noted that education is so powerful that it can "heal and kill" it can build up or tear apart; it can lift up or impoverish. He however noted that much would depend on the type of education and particularly on the teacher who is the hub of the education process. It is therefore expected that only the intellectually promising, morally stable and qualified are needed in teaching.

Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Madumere-Obike, 2007).

The international knowledge base on effective teacher development practices is consistent, including: combining expert input in formal training contexts (e.g., workshops, courses) with follow-up mentoring and coaching in the classroom; addressing teachers' subject matter knowledge as well as their generic and subject-specific instructional methods; engaging teachers in collaborative activities in schools or school clusters where they learn together rather than independently of one another; modelling expected teaching practices in teacher training activities; linking teacher development activities to school and system goals for improvement; and involving principals in teacher development activities in order to increase their understanding, capacity and commitment to support the use of new programs and practices (Hardman, Ackers, Abrishamian & O'Sullivan, 2011 and Timperley, Wilson, Barrar &Fung, 2007).

Private schools are usually supported by tuition payments (out-of-pocket) and sometimes by funds from other nonpublic sources such as religious organizations, endowments, grants, and charitable

donations. In some states, private schools receive public funds for certain services(e.g., transportation). Tuition at private schools varies considerably by grade level and whether or not the school has a religious affiliation. Private schools provide an alternative for parents who are dissatisfied with quality of education and student's performance in public schools or have other reasons for wanting their children to attend a private school. Some private schools are very selective in their admissions, while others are not (National Center for Education Statistics, NCES – 1997).

School improvement efforts around the world are strongly influenced by national and international accountability systems that focus attention on a relatively narrow range of student learning outcomes, in particular basic literacy (reading and writing) and numeracy (Banerjee, Glewwe, Powers& Wasserman, 2013). This narrowing of the learning agenda is even more pronounced in developing country contexts, where literacy and numeracy proficiency levels are typically low for adults as well as for children, and where academic learning in all subject areas is seen as highly dependent upon strengthening student reading, writing and mathematical skills (Hewlett Foundation, 2014).

Administrators of education and school heads rarely organize in-service training, conferences, seminars, refresher courses or workshops for secondary school teachers to improve themselves in spite of their critical role in bringing about teachers' effectiveness. Most teachers who undergo post qualification training do so on their own. Staff development programmes are meant to help employees to increase their knowledge and perform their roles effectively (Ekpoh, Edet and Nkama, 2013). Since the quality of any educational system depends to a great extent on its teachers, it is imperative that provisions are made for staff development programmes for teachers to develop themselves.

It is against the above mentioned background that, this study examined the applicability of Staff Development Programmes (SDP) among Private Secondary Schools teachers in Tarauni Local Government Area of Kano State, Nigeria.

1.2   Statement of the Problem

Global efforts to improve the quality of education in developing countries such as Nigeria include the adoption and implementation of system-level policies promoted by international donor agencies as a condition of external aid; as well as local and district-level school improvement projects (SIPs) designed and supported by international non-governmental institutions (NGOs) with the financial assistance of foreign aid agencies has up till date led to a convincing results or outcomes. As shown in the UNESCO Education for All (E0FA) Global Monitoring Report, financing remains a significant challenge for all educational systems in the developing world. This financing has significantly prevented many teachers attending and completing various Staff Development Programmes (SDP); which in turn leads to poor quality in educational system.

However, it has been observed that in Nigeria poor quality of teachers are recruited; also Staff development progarmmes are not assessable to these teachers in their respected schools and this has led to low performance of students in public examination (Olalube, 2006 & Ofoegbu, 2004) argued that the falling standards in education can be attributed to the use of teachers who are unqualified for instructional purpose. Recruitment of teachers is majorly based on political affiliation. This does not allow for fairness and merit basis. That is why Mohammed (2006) noted that, many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching.

Subscribing to the aforementioned view, Esu (1997) observed that there has been greater awareness that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training. She further stated that the 2-3 years teacher preparation programmes in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher preparation programme.

Private Secondary Schools in Kano State have on their staff list both professional and non-professional teachers. Most of the professional teachers have not received any form of in-service training after their pre-service training to update their skills and knowledge in a fast changing and technological driven world. Neither do the non-professional teachers, most of who are not well versed in the art of imparting knowledge and are often found wanting in the discharge of their duties. Staff development programmes are meant to help employees to increase their knowledge and perform their roles effectively. Since the quality of any educational system depends to a great extent on its teachers, it is imperative that provisions are made for staff development programmes for teachers to develop themselves. Given the ever increasing educational challenges in Nigeria, there is a growing concern that the preparation of private school teachers need to be enhanced for them to be fully effective in the discharge of their duties. In addition to the above mentioned problems of the study, the major problem of this study is examining the Impact of Staff Development Programmes (SDP) among Private Secondary Schools teachers in Tarauni Local Government Area of Kano State, Nigeria.

1.3   Objectives of the Study

The objectives of the study are to determine:

1. Various Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State,

2. The impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under study,

3. The impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools teachers under study,

4. The impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under study,

5. The impact of Staff Development Programmes (SDP) on teacher's ability to evaluate students' work in Private Secondary Schools under study, an d

6. The factors limiting the Impact of Staff Development Programmes (SDP) amongTeachers of Private Secondary Schools under study.

1.4   Research Questions

In line with the above objectives, the following research questions are to guide the study:

i)   What types of Staff Development Programmes (SDP) are available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State?

ii)   What is the impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under study?

iii)   What is the impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools teachers under study?

iv) What is the impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under study?

v) What is the impact of Staff Development Programmes (SDP) on teacher's ability to evaluate students' work in Private Secondary Schools under study?

vi) What are the factors limiting the Impact of Staff Development Programmes (SDP) among Teachers of Private Secondary Schools under study?

1.5   Hypothesis

H_O: There is no significant relationship between staff development programmes and teachers' performance in private secondary schools in Tarauni local government area of Kano State.

1.6   Significance of the Study

Staff development has become a central function for teacher management in that improving overall level of productivity after pre-service training. This study therefore examined the impact of Staff Development Programmes (SDP) among Private Secondary Schools teachers in Tarauni Local Government Area of Kano State, Nigeria. At the successful completion of this study, its findings and results would be of significant important to individuals, , governments, national and international NGOs, ministries and agencies as well as other affected stakeholders. The significance of this study is summarized as follows:

Academic Community: academic community and general public will benefit from this study by understanding the impact of Staff Development Programmes (SDP) on teachers effectiveness in terms of knowledge of subject matter, classroom management, teaching method, and evaluation of students' work

Government: Government (at all levels) and Teachers Service Commission in particular, who are keen on enhancing teachers' productivity, are likely to find this study invaluable for policy formulation and implementation purposes.

Parents and Community Members: Parents of students enrolled into private secondary schools in Tarauni local government area and other community members would significantly benefit from the results and findings of this study. Hence, they will clearly understand the roles played by allowing teachers to participate in Staff Development Programmes (STP) towards enhancing teachers knowledge of subject matter, classroom management, teaching method, and evaluation of students' work.

Researchers: who are keen on furthering their studies on different aspects of staff development will rely on this study as a databank and reference materials.

School Management: the management of private secondary schools in Tarauni local government area and others would use the results and findings from this study to understanding and provide solution to some of the challenges or factors limiting the participation in Staff Development Programmes (SDP) by teachers.

Teacher Advisory and Training Institutions (TATI):TATI including the universities and other institutions of higher learningwill understand from the findings of this study that, staff development is a key a function of school management. This study's finding will showcase them on how improved staff development will benefit teacher advisory and other training institutions.

Teachers: teachers in private secondary schools in Tarauni local government area and others will utilize the results and findings of this study by identifying the various types of Staff

Development Programmes (SDP) are available for them. This understanding is expected to enhance level of awareness and teacher's participation

Finally, findings will add to the current body of knowledge and debates about the concepts of staff development programme and teachers' teaching methods. Also, findings will make contributions to policies of government that will encourage in-service training programmes in our Secondary Schools for improvement in the teachers teaching methods.

1.6   Scope and Delimitation of the Study

This study specifically focuses on the impact of Staff Development Programmes (SDP) among Private Secondary Schools teachers in Tarauni Local Government Area of Kano State, Nigeria. Therefore, only teachers and principals in Private Secondary Schools in Tarauni Local Government Area of Kano State are included as subjects of the study. Impliedly, any schools such as all public primary and secondary schools, private nursery and primary schools and post secondary institutions (public or private) are not included in this study. In other words, this is delimited to the Impact of Staff Development Programmes in Private Secondary Schools with particular reference to Private Secondary Schools in Tarauni Local Government Area of Kano State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

This chapter contains review of related literature to the topic as well as major variables of the study. It should be noted that, the major variables of the study are Staff Development Programmes, Knowledge of Subject Matter, Effective Classroom Management, Teaching Method Effectiveness, Teacher's Ability to Evaluate Students' Work, and Factors Limiting participation in Staff Development Programmes. It is hoped that, the review will form the empirical basis from which conclusions will be drawn therein. Specifically, this chapter contains theoretical framework from which this research was encored, literature review on variables of the study, and empirical review.

2.2   The Concept of Staff Development

Staff development in education has come to be viewed as indispensable if the goals of the organization are to be realized and the need dispositions of the employees are to be met. According to studies from management consultants the largest single factor driving job satisfaction is the opportunity for growth and career development (Bathurst, 2007). The staff development process in education has many facets as evidenced by the numerous terms in the literature that name the process. Such terms include professional growth, in-service education, continuing education, recurrent education, on-the-job staff training, human resources development, staff improvement, renewal, talent management, and other combinations of these terms (Norton, 2008).

Harris (1989) cited in Norton (2008) attempted to differentiate between and among the terms *staff development, staffing, in-service training,* and *advanced preparation*. He viewed the term *staff development* as embracing much more than *in-service education*. One component of staff development, according to Harris, is staffing, which include sseveral of the human resources

processes (i.e., selecting, inducting, assigning, developing, evaluating, etc.). The other side of staff development includes two kinds of training, in-service education and advanced preparation. In-service training is considered to be any planned program provided for the purposes of improving the skills and knowledge of employees on the job. For Harris, however, advanced preparation differs from in-service in terms of its goals and objectives, which are intended to anticipate future needs of the school system or needs brought about by changes in workplace assignments.

For the purposes of this study, staff development is defined as the process of providing opportunities for employees to improve their knowledge, skills, and performance in line with the goals and values of the organization and in relation to the interests and needs of the employee. This definition submits that, the growth of employee development must be linked to the school district's strategic plan and to the short- and long-range workforce assets. Such a concept requires an ability to anticipate gaps in the knowledge and skills of the workforce and how the changing school system's demographics, economic status, and present employee inventory will impact the accomplishment of stated goals and objectives (Norton, 2008). In this sense, staff development places an emphasis on organizational learning and is provided at the identified time of need either by the organization, by an employee group, or by the individual worker. It emphasizes the premise that organizations will progress to the extent that people grow and develop.

Notwithstanding, the term staff development is generally preferred to the term *training* in professional fields, although definitions of the two terms often are quite similar in the literature. For example, as previously noted, Harris speaks of staff development as having two kinds of training, one of which is in-service training. Among the trends in human resources administration today is tying staff development to the motivation, deployment, and alignment of people within the system to increase the system's productivity.

Staff development must be proactive rather than reactive; its effectiveness depends on the extent to which it is personalized and based on positive constructs. It is not that concern for deficiencies in staff preparation and the need to update skills are not appropriate concerns of staff development; rather, remediation should not assume the dominant role. The human resources planning process must project and predict as accurately as possible the human skills and talents necessary to meet system needs in the immediate and long-range future (Norton, 2008). Armed with this information, along with important ongoing recommendations from building-level personnel, staff development joins other personnel processes to build the human resources necessary to keep the school system alive and vital. These program activities become cooperative endeavors that account for personal interest as well as for local building and organizational program needs. Based on the aforementioned discussion, the concept of staff development is based primarily on the following concepts:

1) The staff development process is developmental in that its emphasis is on a continuously growing individual. In this sense, staff development is an ongoing process as opposed to a one-time project. It focuses on projected needs and objectives that will help the school system remain creative and productive. Individual growth that meets these projected needs provides employees with a personalized opportunity to reach higher levels of self-fulfillment and gratification. Staff development is viewed as an important investment in the school system's future.

2) Effective staff development places greater emphasis on the extension of personal strengths and creative talents than on the remediation of personal weaknesses. The major focus of growth is on what the individual can do and how these strengths can be further developed and used.

As mentioned above, "effective staff development is self-development". Growth is personal in the sense that what motivates each individual is a personal matter and each person's self-image is instrumental in determining what incentives will encourage personal growth. Staff development is self-development in that growth begins with a personal need, and individuals develop by being willing to take responsibility for their own personal growth. This concept does not mean that personal development is not to be enhanced through the support of others, but that personal growth is mainly an intrinsic rather than an extrinsic phenomenon. Considering the above concept and process of staff development, one can be interested in understanding the basic purpose of staff development; which is summarized in the next section

2.2.1   Purposes of Staff Development

According to the literature, the importance of comprehensive training and development opportunities for staff who work with students cannot be overestimated. Programs with a strong professional development component have been shown to yield better student performance in many disciplines than those without such an emphasis (Boylan, Bonham, Claxton, and Bliss, 1992). For the purpose of this study, the basic purposes of the staff development process can be summarized as follows:

i.   To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.

ii.   To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity, and system renewal.

iii.   To serve the school system's primary goals: enhancing and achieving quality teaching and learning for students.

iv.   To save money. It is costly to hire and then dismiss employees who do not work out. It also is costly to lose good employees because they are frustrated by the lack of opportunity for professional growth. It is wasteful to accept barely satisfactory work as the norm (NSBA, 1996). It also is wasteful not to provide opportunities that lead toward the objective of optimal development on the part of each individual.

v.   To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the system's goals and their own personal goals in the areas of achievement, satisfaction, and self-fulfillment.

2.2.2 Concept of Teacher' Performance

Staff training and development programme is one of the important motivational strategies that could be used to enhance teacher's effectiveness in the school system. Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in pre-service training, in-service training, on-the-job training, workshop training, e.t.c.

Fadipe and Ojedele (1999) giving analysis of teacher training and utilization for quality education in Nigeria observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip them with teaching techniques/methodologies; indeed the need for well-trained and quality-oriented teachers given the present state of the educational system and the need to ensure quality educational programmes and training for teachers in Nigeria calls for precipitation. Teachers training and development stands to increase teachers intellectual and professional background; produce knowledgeable, competent and academically effective teachers capable of inspiring children to

learn; produce and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to their work.

Edem (1982) opined that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education which of course may have adverse effect on students' academic performance. In- service training contributes to the staff improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well–trained and motivated teachers; this is because they are generally expected to contribute to the improvement of the society and to participate in its activities.

Frediksson (2004) emphasized that teacher development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school children, he concluded that in developing countries, the influence of school variable like the education of teachers, is of greater importance and studying the quality of primary schools in four developing countries showed that the quality of teacher was one of those factors which made a difference between high and low level performance schools. To ensure the best possible quality in the teaching workforce, the policies implemented by the government must take into consideration the interplay of certain critical variables that influence teachers' career one of which is staff development programme. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in students. They should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. By way of motivation which can come through staff development programmes they will be able to enhance their commitment to the profession.

2.2.3 Staff Development Programmes (SDP) for Secondary Schools Teachers

Staff development programmes have been seen as all activities and courses aimed at extending the professional knowledge and skill of a serving teacher (or inspector or supervisor or head teacher, etc). After acquiring the necessary know-how, a teacher needs to improve on his standard from time to time so as to prevent the quality of his teaching from diminishing and to improve it. He has to update and upgrade his knowledge so that such knowledge may not become out-modeled and stale. Ejiogu (1990) defined staff development as all the programmes designed for the continuing education of the school personnel which enhances both the efficiency and effectiveness of all those involved in the teaching – learning process and influences their performance by enabling them contribute their very best within the school programme.

Staff development has been emphasized through the participation of members of staff that is teachers of secondary schools in the process of curriculum change. Effective curriculum design has to be set not only in the context of the needs of students and other stakeholders such as their future employers but also in terms of what is deliverable from an academic staff point of view. Teachers are themselves major stakeholders in secondary school education, and of course, any successful change must always involve both their willing cooperation and investment in staff development programme activities.

It has also been suggested by some crop of scholars that the education of the teachers should be made continuous, obligatory and undertaken at different periods. Thus, well-designed staff development programmes could help to revitalize the practicing teacher, hence the need for continuing education of the practicing teacher. Day (1999) sees Staff development of teachers as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills,

planning and practice with children, young people and colleagues through each face of their teaching lives. Leithwood (1992) 'Multi- dimensional description of Staff development' incorporates three dimensions: the development of professional expertise, psychological development and career-cycle development. It also appears to be a process involving the generation of ideas that may be applicable to teaching, trying out these ideas as, discussing in collegial contexts the viability and implications of the ideas as they emerge as potential practice that emanate from the ideas.

Staff development programme is a process designed to improve job understanding, promote more effective job performance and establish future goals for career growth. It helps Staff in understanding their responsibilities. It is the opportunity available to new and experienced teachers and teaching assistants (Para-professionals). These activities are designed to improve the quality of classroom instruction, enable individuals to grow professionally, introduce practitioners to the practical impact of research validated strategies and help teachers meet their license and salary differentials. Staff development programmes can also be referred to as the process and activities through which every organization develops, enhances and improves the skills, competences and overall performance of its employees. Every organization is expected to be committed to creating an equitable-developmental and motivating working environment which values and empowers people at all levels.

Staff development is seen by Support Council Education Services (2004) as one of the routes of achieving this commitment. Staff development programmes are therefore aimed at professional and personal development of the three categories of staff in the school system. These are the teachers, the administrators and the support staff. Staff development, according to Adesina (1980), connotes the ways and means by which staff performance needs are recognized and the extent to

which leaders ensure that these needs are met. Likewise, Piper and Giatter (1983) cited by Health (1989), defined staff development as a systematic attempt to harmonise individuals' interests and wishes, and their carefully assessed requirements for furthering their careers with the forthcoming requirements of the organization within which they are expected to work. Staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills (Gusky and Huberman,1995).

There is need to ensure that the development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the staff. Thus, needs analysis or assessment should precede any development programme in line with goals and objectives of the school system. The needs analysis techniques include among others, checklist of staff skills and lack of them, interviewing, survey and performance appraisal. A typical model for staff development programme is presented namely: School System Goals and Objectives; Needs Assessment; Establishing Staff Development Goals and Objectives; Programme Design; Implementation and Delivery plan; and Programme Evaluation. According to Adesina (1980), staff development programmes in the school system can be conceived as:

1) **Programmes that aim at correcting certain deficiencies at the time of appointment**: The beginning of staff development is induction or orientation. This is the type of training given to new employees to give them a good start. New staff needs to be introduced formally into the school system to minimize the likely initial problems of adjustment. Orientation provides new employees with basic information regarding working conditions, policies, procedures, pays and benefits, and introduces management and co-workers. Induction programmes fall into two categories namely, information on matters such as pay and work schedules, and personal adjustment programmes for meaningful interactions

between the new employee and other people for whom and with whom he will work. Induction programme could last for between a day and a week, and involves activities such as visitation, seminars and meetings.

2) **Programmes which enable non-professionals to professionalize:** Teaching is technical in that specialized training is needed in the areas of child development, child psychology, theories of learning, teaching methodology, pupil evaluative procedures and general principles and practice of education. However, due to misguided courses and careers studied at higher institutions coupled with increasing rate of unemployment in Nigeria, many university graduates with single or double honours find themselves teaching, as a last resort. No matter how knowledgeable these people are in their subject areas, they lack the necessary skills in teaching. To rectify these deficiencies, most Nigerian universities run Post-Graduate Diploma in Education (PGDE) for the non-professional teachers. The programme is run by the Faculty/Institute of Education for two long vacations, representing two semesters. The students are exposed to, in addition to theories of education, simulated teaching through supervised teaching practices. At the end of the course, they become trained teachers.

3) **Programmes that enable the teaching staff to face the challenges resulting from innovation in the school curriculum**: These programmes are tailored to the dynamic nature of the societal expectations from education. For instance, the societal demand for technological advancement led to the introduction of the 6-3-3-4 system of education in Nigeria. The junior secondary school level requires the use of different scientific, technical and technological equipment and machines. Relevant teachers (and technicians) had to be, and are still being trained in these areas. Likewise the introduction of students' continuous

assessment system in the 80's necessitated the training of subject teachers and school counselors in its techniques. The on-going global emphasis on information technology has resulted in the inclusion of computer education in the school curriculum of some schools such as Federal Government Colleges and some private schools. By the time computer education is introduced to all schools, many teachers would need to be trained in computer technology. The techniques used in developing teachers include on-the-job training, coaching and teachers' Meeting and visitations. Other techniques are workshops, conferences and seminars, professional publications and lectures. These techniques expose teachers to exchange of useful facts and ideas necessary for their professional growth. Gutek (2007) defines conferences, seminars and workshops as a meeting on specialized subject area and often held in a day or more to discuss a topic of interest relevant to the organization. On the other-hand, Adeniji (2002), sees this method as one planned for a management team to discuss new techniques and concepts that are about to be introduced into an organization.

4) **Programmes that enable acquisition of Higher Qualifications**: These involve studies in higher institutions of learning. They include Nigerian Certificate in Education (NCE) for Senior School Certificate (SSC) and Grade II holders and Bachelors in Arts and Science Education (B.A. [Ed.], and B.Sc. [Ed.]) for NCE holders, at the universities. Like P.G.D.E, these courses are offered to secondary school teachers on sandwich and part-time basis. The resultant higher education is associated with greater responsibilities and higher status in terms of posts and remuneration.

2.2.4   Teacher Education

Okafor in Gbadamosi (2005) defined teacher education as "that form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively in Primary and post-primary levels of schooling". As the arm of the teaching profession, teacher education is charged with knowledge and skills as basis for practice: preparing personnel for entry into the teaching profession (pre-service) and contributing to the ongoing development of practicing professionals (in-service), (Ipaye, 1996). In appreciation of the role of teachers in the education process, the National Policy on Education (FGN 1998) acknowledges that no education system can rise above the quality of its teachers. This is because teachers are the foundation of quality in education. Hence, teacher production, utilization and retention are critical to effective delivery in Nigeria (Gbadamosi, 2005).

In order to meet the demands and challenges occasioned by "the changing world" teacher education must be repositioned in accordance with Fafunwa's (1997) dream about four decades ago when he advocated for the need to keep up-grading teachers, thus:

> *Teacher education should be basically related to every phase of development for wherever one turns, be it in the social economic or a political sphere of activities, one is faced with the ever recurring problem of the need for trained manpower; but no adequate training can take place without competent teachers to handle the programmes.*

The teacher is a crucial component of any educational system because no organized learning can take place without teachers. The National Policy on Education being conscious of the importance of teachers, clearly states the objectives of teacher education. According to the National Policy on Education (FGN 1998), the objectives of teacher education are: to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; to further, encourage the spirit of enquiry and creativity in teachers; to help teachers fit into the social life of

the community and society at large and to enhance their commitment to national goals; to provide teachers with the intellectual and professional background adequate for the assignment and to make them adaptable to changing conditions; and to enhance teacher commitment to the teaching profession.

The objectives of teacher education as enumerated above presuppose that all teachers' in educational institutions shall be professionally trained and that teacher education programmes shall be structured to equip teachers for effective performance of their duties. To make them adaptable to changing conditions, there is need to redesign teacher education. According to Gbadamosi (2005), "teacher education is the foundation of quality in the education which is the key that unlocks all aspects of development".

2.2.5 Impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Secondary Schools Teachers

Although subject matter knowledge is widely acknowledged as a central component of what teachers need to know, research on teacher education has not, in the main, focused on the development of teachers' subject matter knowledge. Researchers specifically interested in how teachers develop and change has focused on other aspects of teaching and learning to teach: That subject matter is an essential component of teacher knowledge is neither a new nor a controversial assertion. After all, if teaching entails helping others learn, then understanding what is to be taught is a central requirement of teaching. The myriad tasks of teaching, such as

selecting worthwhile learning activities, giving helpful explanations, asking productive questions, and evaluating students' learning, all depend on the teacher's understanding of what it is that students are to learn. As Buchmann (1984) cited in Ball and McDiarmid (2008) points out,

> *It would be odd to expect a teacher to plan a lesson on,*
> *for instance, writing reports in science and to evaluate*
> *related student assignments, if that teacher is ignorant*
> *about writing and about science, and does not*

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understand what student progress in writing science reports might mean. (p. 32)

Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004), staff development programmes for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that it ensures the promotion of professional growth, helps to improve pedagogical skills, keeps teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Madumere-Obike, 2007). Mohammed (2006) noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching.

Eggen and Kauchak (2001) highlighted three headings under which a study on teachers' knowledge of subject matter can be done. These are namely: knowledge of content, pedagogical content knowledge and general pedagogical knowledge. It is a statement of fact that nobody can teach what he does not understand. It has been established that there is high correlation between what teachers know and what they teach (Wilson et al., 1987). Thus, the ability to teach effectively depends on the teachers' knowledge, and knowledge occurs in a variety of forms. Teacher effectiveness is impeded if the teacher is unfamiliar with the body of knowledge taught and that

teachers' effectiveness is subject specific. The implication of this for teachers is that they must thoroughly understand the content of what they teach. The teacher whose understanding of topic is thorough use clearer language, their discourse is more connected, and they provide better explanation than those whose background is weaker.

The way the students perceive the teachers in terms of their (teachers) knowledge of content of subject matter may significantly affect the students' academic performance. Pedagogical content knowledge depends on an understanding of a particular topic and how to explain it in away that it will make sense to the students. Pedagogical content knowledge implies, an understanding of ways of representing the subject that make it comprehensive to others and an understanding of what makes the learning of specific topics easy or difficult. Eggen and Kauchak (2001) declared that where pedagogical content knowledge is lacking "teachers commonly paraphrase information in learners' textbooks or provide abstract explanations that are not meaningful to their students". From evidences available in literatures it is being established why teachers' knowledge of subject matter is highly essential for effective teaching. Ehindero (1990) confirmed that a teachers' teaching is influenced by the level of his pedagogical knowledge, as different from his subject matter knowledge. It is to be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with it, because teachers' mastery and use of them in the classroom will indicate the depth of their knowledge of subject matter.

To be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment

and accountability measures that evaluate their success. Two recent studies that support focusing professional development on curriculum have implications for states striving to connect education policy to instruction. David Cohen and Heather Hill (2001) found that teachers whose learning focused directly on the curriculum they would be teaching were the ones who adopted the practices taught in their professional development. These teachers embraced new curriculum materials when they were supported by training and, in some cases, workshops about the new state-required student assessment. The study also showed that students of teachers who participated in this kind of curriculum-focused professional development did well on assessments. Unfortunately, most teachers received less effective forms of training.

In another study, Garet and colleagues (2001) surveyed a nationally representative sample of teachers who, in the late 1990s, participated in the Eisenhower Professional Development Program, which emphasized mathematics and science. The study found that teachers were more likely to change their instructional practices and gain greater subject knowledge and improved teaching skills when their professional development linked directly to their daily experiences and aligned with standards and assessments. Nnadozie (1996) summarized the ideal teacher in Nigerian view. "One who has knowledge of the subject matter he teaches and of the methods and processes involved in the teaching efforts".

Ololube (2009) stated that "Teacher expertise and teacher knowledge of subject matter differ from ordinary scholarly knowledge and pedagogy. The teachers have to be able to fuse the subject matter knowledge and pedagogical knowledge into pedagogical content knowledge in their everyday action in the classroom". According to him pedagogical content knowledge includes of what motivates students, attitude of students towards different subjects, the cognitive development and reasoning abilities of student's etc. He also stated that, for a successful teaching the teacher must

have the ideas about man and conception of knowledge and learning and that teachers' ideas of man create the basis for understanding different kinds of learners.

Bangbade (2004) found that out that teachers' attribute have significant relationship with students' academic performance. Such attributes according to Bangbade (2004) include teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Rena (2000) explained that for students to perform well in any examination one of the prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness. In many countries, teachers' qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion align with standards (Thorenson, Darling-Hammond and Berry, 2001; Darling-Hammond, Chung and Frelow, 2002).

The Department of Education and Employment in the United Kingdom set six standards for teachers in the country (Department of Education and Employment, 1998) which it believed, if strictly adhered to, might result to increase in achievement gains. These standards which the department called Advanced Skills Teacher (AST) model required excellence in (a) subject knowledge (b) planning (c) teaching, managing pupils and maintaining discipline (d) assessment (e) advising and supporting other teachers (f) students' achievement. The students have to be immensely knowledgeable to know when a teacher has excellent knowledge of the subject matter. Onyekuru and Ibegbunam (2013) found that in the course of training in a particular discipline, teachers acquire skills, master the subject matter and build up confidence needed in transmitting that knowledge to the students. Adediwura and Tayo (2007) result show that students' perception

of teachers' knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance.

The subject matter preparation of English teachers reveals perhaps the closest correspondence between what is studied in college and what teachers teach in elementary and high school. High school English teachers study literature in their college courses; the works they read and what they learn about literary interpretation may contribute to the understandings upon which they draw in teaching. Still, high school English teachers teach grammar, spelling, and writing as well, topics rarely explicitly central to the college major (Ball and McDiarmid, 2008). Thus, English teachers often must draw ultimately on what they learned when they were in school themselves. To engage and help students develop their minds, teachers must themselves be well-educated:

> *Subjects should be taken to represent, not hard bounds of necessity which confine the teacher's training, but centers of intellectual capacity and interest, radiating outward without assignable limit. Anything that widens the context of the teacher's performance, whether it extends his mastery of related subject matter or, rather his grasp of the social and philosophical dimensions of his work has a potential contribution to make to his training. . . . We accordingly conceive of the education of teachers not simply as the development of a class of individual classroom performers, but as the development of a class of intellectuals vital to a free society (Scheffler, 1973, pp. 89, 92 in Ball and McDiarmid, 2008).*

Based on the above review, it can be observed that until a few years ago, the subject matter knowledge of teachers was largely taken for granted in teacher education as well as in research on teaching. Recent research, focused on the ways in which teachers and teacher candidates understand the subjects they teach, reveals that they often have misconceptions or gaps in knowledge similar to those of their pupils (e.g., Mansfield, 1985; McCloskey, 1983 cited in Ball and McDiarmid, 2008). This study argues that as teachers are themselves products of elementary and secondary schools in which, research has shown, pupils rarely develop deep understanding of

the subject matter they encounter, we should not be surprised by teachers' inadequate subject matter preparation.

2.2.6 Impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Secondary Schools Teachers

The issue of classroom management is an extremely important one for all teachers and lecturers. It is also an area where there needs to be great care and sensitivity. Effective classroom management is one of the key elements of successful teaching and learning, and will be crucial to your success and commitment as a teacher. Classroom management has become an increasingly important aspect of a lecturer's life, especially in further education. Classroom management is applicable to all teaching and learning situations, whether within formal settings such as the classroom, workshop or laboratory, and within more informal settings such as libraries, resource centres and private study areas.

Behaviour management is part and parcel of classroom management, but is often focused around unacceptable and disruptive behaviour. We offer some pointers to more general and positive classroom management, which is followed by information about what to do if students behave in an unacceptable or disruptive way. The core of classroom management is to try to establish a success-orientated environment for teaching and learning. The evidence from schools is that this works best when developed and applied consistently across the whole institution. However there are strategies that you can adopt within your own classroom which will help (UCU, 2013).

Ekpoh, Edet and Nkama (2013) findings of the study have revealed that there is a significant difference between the job performance of teachers who participate in staff development programmes and those who do not, in terms of knowledge of the subject matter, classroom management, teaching methods and evaluation of students work. Teachers who were exposed to staff development programmes were more effective in their job performance than those who were

not. Implied in this finding is the fact that staff development plays a very important role in raising teachers' teaching performance, raising the interest of the teachers towards the subject they are teaching and the teaching profession, as well as, raising their self confidence. Ntukidem and Etudor (2003), Garet et al. (2001), Darling-Hammond (2000) and Zatta (2000) studies indicated that staff who were exposed to training programmes performed more effectively in their classroom job than those who were not. Similarly, the outcome of this study confirms an earlier finding by Cohen and Hill (2001) that teachers whose training programmes focused on the curriculum taught well when what was learnt were applied in the classroom. The study further revealed that students' achievements were also good.

Professional development for teachers is a key mechanism for improving classroom instruction and student achievement (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, &Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996). Although calls for high quality professional development are perennial, there remains a shortage of such programs—characterized by coherence, active learning, sufficient duration, collective participation, a focus on content knowledge, and a reform rather than traditional approach. In the Classroom Organization domain, teachers structure students' attention and activities which enables opportunities to demonstrate their competency (Emmer & Stough, 2001). Effective classroom managers set behavioral expectations, enforce classroom norms, and structure dynamic activities (Doyle, 2006). By so doing, effective managers guide student attention and help them stay engaged in academic tasks (Pianta & Hamre, 2009 and Yair, 2000).

Nwagwu (2008) identified six benefits of supervision as a professional development service to the teacher. These were the assessment of teachers recruited in the school system, helping teachers to

solve day to day problems, helping teachers to discover special abilities they possess, assessing their classroom management effectiveness, providing opportunities for their growth, acquisition of knowledge and encouragement by young teachers. Training and development can be thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences. Training teachers is more likely to lead to diversity in practice at all levels of instruction (Rahman, Jumani, Akhter, Chisthi and Ajmal, 2011).

Sergiovanni and Starratt (2002) believe that supervision of instruction potentially improves classroom practices, and contributes to student success through the professional growth and improvement of teachers (Baffour-Awuah, 2011). Classroom discipline and management is very paramount in the effective teaching and learning process. It is the effective use of all resources in the classroom to achieve the objectives of teaching and learning.

Effective classroom management focuses on preventive rather than reactive procedures and establishes a positive classroom environment in which the teacher focuses on students who behave appropriately (Lewis & Sugai, 1999). Rules and routines are powerful preventative components to classroom organization and management plans because they establish the behavioral context of the classroom by specifying what is expected, what will be reinforced, and what will be retaught if inappropriate behavior occurs (Colvin, Kame'enui, & Sugai, 1993). This prevents problem behavior by giving students specific, appropriate behaviors to engage in.

Monitoring student behavior allows the teacher to acknowledge students who are engaging in appropriate behavior and prevent misbehavior from escalating (Colvin et al., 1993). Research on

classroom management has typically focused on the identification of individual practices that have some level of evidence to support their adoption within classrooms. These practices are then combined under the assumption that, if individual practices are effective, combining these practices into a package will be equally, if not more, effective. Textbooks are written and policies and guidelines are disseminated to school personnel based on these assumptions. Without research that examines classroom management as an efficient package of effective practices, a significant gap in our current knowledge base still exists.

Understanding the components that make up the most effective and efficient classroom management system as well as identifying the effects teachers and administrators can expect from implementing effective classroom management strategies represent some of these gaps. A meta-analysis of classroom management which identifies more and less effective approaches to universal, whole-class, classroom management as a set of practices is needed to provide the field with clear research-based standards (Oliver, Wehby and Daniel,2011). Teacher's classroom management practices have a significant, positive effect on decreasing problem behavior in the classroom. Teachers who use effective classroom management can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur.

2.2.7 Impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Secondary Schools Teachers

The key role of a teacher is to teach, which can be understood as meaning to facilitate learning of some target curriculum. Teaching is therefore intimately tied to notions of learning, and there is a sense that if students do *not* learn, then whatever the teacher is doing does not deserve the label of 'teaching'. Students can learn skills (such as swimming the back stroke, or safely using a lathe), or attitudes (such as valuing learning, or desiring to make a productive and positive contribution

to society), but much formal learning in schools and colleges is linked to conceptual development. Generally speaking, there are indications that some teachers still rely on the outdated conventional methods, techniques or approaches which they were used to during their training and hardly want to consider other options in accordance with what is being recommended or prescribed in the new curriculum (Ibrahim, 2008).

Generally speaking, Staff development through Seminars, In-service training or Workshops offer one of the most promising ways for improving class room instruction. It is an attempt to assist the classroom teachers/lecturers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and Skills that are required for effective lesson delivery. In essence the dream of self reliance, skill acquisition and entrepreneurship trough education can only be realized through a well defined programme. In most cases, staff development activities are organized by an Institution, a corporate body, Associations or Government agency and are normally lasted for a short period of time. An activity similar to that but which may take a long time period is what is referred to as In-service training education. In this case workers who are already in the service go on training or course programme in order to update or acquire the intellectual and professional skills that are necessary to discharge their duties more efficiently (Newberry, 1979 cited in Ibrahim, 2015).

It must be mentioned here that the completion of In-service education, in most cases, leads to certification which qualifies one to a new status. For example, an NCE holder who attends a Degree training course while in the service would later qualify as a Degree holder (a new status), following the completion of the In-service programme. For a nation building, each country has to decide between investing on teachers or ignorance. Across the nation, In-service education is viewed by many educators as an absolute necessity for quite a number of reasons that is if the classroom

teachers are to perform their roles more effectively (Stallings, 1982 cited in Ibrahim, 2015). Surprisingly, some people who have attended seminars, and or workshops were reported to have come back home disappointed rather than returning with enthusiasm and encouragement to participate in such a pogramme if called upon again (Louck & Melle, 1962 cited in Ibrahim, 2015).

Besides that attempts made to follow the trends of researches on In-service education showed that the research findings are often speculative, contradictory and often confusing, purposely because the research techniques, the instruments and the groups studied vary greatly in terms of culture (Holly, 1982 cited in Ibrahim, 2015). According to Jackson (1978) cited in Ibrahim (2015) drawing conclusion and making decisions on the basis of research findings in some studies on staff development can lead to frustration and confusion. According to Ozigi (1977) in Ibrahim (2015), In-service training is usually organized to: (a) Elicit participants' reaction to their professional training. (b) Introduce an innovation or to update knowledge. (c) Improve skills in the use of the instructional materials.

Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders make in education. Yet with the wide variety of professional development options available, which methods have the most impact on student learning? Research on professional development is scattered throughout subject areas, with its focus ranging from classroom processes and structures to teachers' personal traits. We have limited our review to learning opportunities for teachers that are explicitly aimed at increasing student achievement

2.2.8 Impact of Staff Development Programmes (SDP) on Teacher's Ability to Evaluate Students' Work in Secondary Schools

Enabling educational systems to achieve on a wide scale the kind of teaching that has a substantial impact on student learning requires much more intensive and effective professional learning than has traditionally been available. If we want all young people to possess the higher-order thinking skills they need to succeed in the 21st century, we need educators who possess higher-order teaching skills and deep content knowledge (NSDC, 2009). There are many ways to improve the quality and performance of the nation's education workforce, and many are being tested. States and districts have restructured the staffs at thousands of failing schools. They are seeking to lure better talent into classrooms by recruiting career changers and liberal-arts graduates with rich content knowledge and a willingness to teach. They are revamping their personnel departments, launching new teacher academies, and working to exert greater control over who will teach and in which schools.

But these efforts, essential as they are, influence only a small portion of educators. And no matter what states and districts do to bolster the education workforce, they will need to do more and better with the talent they have. This will require a more effective and systematic approach to supporting, developing, and mobilizing the more than three million educators who will teach in and lead our schools.

Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement. To meet federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching. To accomplish this, schools—with the support of school systems and state departments of education—

need to make sure that professional learning is planned and organized to engage all teachers regularly and to benefit all students (NSDC, 2009). This requires high-quality, sustained professional learning throughout the school year, at every grade level and in every subject.

In an effective professional learning system, school leaders learn from experts, mentors, and their peers about how to become true instructional leaders. They work with staff members to create the culture, structures, and dispositions for continuous professional learning and create pressure and support to help teachers continuously improve by better understanding students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning within a framework of high expectations. Professional learning can have a powerful effect on teacher skills and knowledge and on student learning if it is sustained over time, focused on important content, and embedded in the work of professional learning communities that support ongoing improvements in teachers' practice.

When well-designed, these opportunities help teachers master content, hone teaching skills, evaluate their own and their students' performance, and address changes needed in teaching and learning in their schools. Research suggests that professional development is most effective when it addresses the concrete, everyday challenges involved in teaching and learning specific academic subject matter, rather than focusing on abstract educational principles or teaching methods taken out of context. Research suggests that professional development tends to be more effective when it is an integral part of a larger school reform effort, rather than when activities are isolated, having little to do with other initiatives or changes underway at the school (NSDC, 2009). If teachers sense a disconnect between what they are urged to do in a professional development activity and what they are required to do according to local curriculum guidelines, texts, assessment practices,

and so on—that is, if they cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact.

2.2.9 Factors Limiting the Participation of Secondary Schools Teachers in Staff Development Programmes (SDP)

Rogers (1996) observed that resistance to change must be anticipated and planned for. He stated that:

> *In any organizational change, about 15 percent of staff will be' early adopters', and with support and encouragement, another 45 percent will become 'late adopters'. The remainders of the staff are likely to be more resistant to change, for reasons of fear, limited knowledge and information, resistance to any new ideas 'from above' low energy, low trust, limited time, limited resources and/ or a lack of recognition and reward.*

The resources are scarce; it is not all institutions have enough resources to do some development; very few have enough to make it a key part of their business, a budget must be made for Staff development. The cost of achieving such ambitious visions can be high. According to Daniel (1999), the UK's Open University spends two million dollars a year on training its 7,000 nation-wide associate lecturers to ensure that they are capable of providing the necessary dedicated and professional support for the students.

Robinson (1998) suggests that the causes of failure in staff development are: Opposition or apathy in senior staff; Simply serving those few individual who volunteer; Ignoring and avoiding hard-core resistance; Inadequate resources; Inappropriate content, strategies, timetabling and duration; Training being too theoretical, didactic or remote from the realities; of the workplace or the organizational culture; Time lag between training and implementation; and Lack of follow-up

These factors need to be taken into account in planning professional development programmes. For any training programme to produce the desired results the teacher's needs must be given

adequate consideration, otherwise, it becomes a problem. This was the view of Jackson (1971) in his work. He stated that, the training programme might be reduced to mere speeches from programme leaders and long sitting and listening for the participants. According to the criticisms of Chadwick in Okonkwo (1985), he observed that majority of the existing in-service programmes:

- ❖ Are so prescriptive that they have insulted the teachers' intelligence
- ❖ Have ignored his needs to fit the teaching to the peculiarities of the classroom
- ❖ Have given little attention to the basic problems of the classroom world
- ❖ Have presumed that all the teachers are precisely the same in background, belief, knowledge, physical fitness and teaching style and;
- ❖ That there has never been an in-service education with a clear concept of purpose.

The above criticism is saying the importance of identifying the needs of teachers before embarking on any in-service training programme if not; the aim will not be achieved.

As earlier mentioned, capacity building, and in-service education or trainings take the form of workshops, seminars or conferences. According to Nwachukwu (2000) among the problems that educators observe in some in-service training or workshops both in the developed and developing countries include; i. poor organization and inappropriate contents selection. ii. wrong timing of the period of the year that is devoted for the exercise to take place. iii. attitude of the school authority in not wanting to finance or send many staff on In-service programmes particularly the teachers. iv. The meager salaries that are paid to the teachers presently mmay not allow many teachers to show interest. v. Failure of the organizers of the workshops/seminars to relate their programmes to the genuine needs or interests of the participants. vi. Duration of the workshops/seminars and training may be too long or short for the realization of the programme objectives. vii. Lack of

follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill.

The problems Associated with staff development programmes are: (a) Finance Many school authorities seem not to be interested in financing any workshops or attendance of seminars organized for staff mainly because they wanted to maximize profits. This is common among private institutions or schools. At times the staff who might have been interested in such sometimes often seen complains, of not having enough money to undertake such a programme (due to meager salary paid to the teachers). For these reasons the school proprietors or authority usually turn down such a demand for attendance of such a programme. (b) Needs and Interest of the Participants: Failures of the organizer of the workshop/seminars to relate their programme to needs of the participants often cause discouragement. Of course many programmes were reported to have been organized for material gains by the organizers without giving adequate attention to the goal/objectives of such; programmes or not meeting the needs of the participants (Loucks & Melle, 1982).

(c) Individual Differences: Failure to accommodate for the differences existing among the participants in terms of age, area of specialization, social status, educational background, sex, etc. For example, programmes content having to do with numeracy are often found to be difficult for staff who are not mathematically inclined and at times many complain of the activities to be below their level or standard. (d) Instructional Materials and Facilities: Many In-service or workshops could not achieve the purpose for which they were organized mainly because of availability of instructional materials, inadequate facilities (laboratory) and chemicals for effective teaching and learning. At times, the participants are not encouraged when they don't have enough instructional

materials and not permitted to have enough practical activities to encourage observations, problems solving, reporting or transfer of learning.

(e) Area of Focus or subject content: At times the focus of the activities may not adhere strictly to the objective or goal of the organizer. This can be due to the time factors, with the participants being given information rather than been allowed to practice what is learned in the classroom. This attitude at times has been reported to lead to frustration among the participants. (f) Duration of the Programme: Depending on the area of concern or the objectives of the workshops seminars and training, the duration may be too long or short for the realization of the objectives particularly if it involves group discussion or practical work. Experience has shown that the time factor has been a major factor affecting the realization of the goal of some programmes. Even people are known to have requested for more time or days most especially when the participants found the programme activities more interesting and exciting. In support of the above, Nwachukwu (2000) argued that, regardless of the country concerned, the problems are identical and each should endeavour to solve any problems identified immediately or as the need arises.

2.3   Theoretical Framework

This study was hinged on the theory of human resource management as espoused by and Robbins and Owens (1987). The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity or effectiveness on their part. The key concepts housed by this theory are: acquisition; development; motivation and maintenance of staff. As an equation, it comes out thus:

$$P=f(A,D,M,\&Ma)$$

The personnel function of staff acquisition is carried out on the basis of pre-entry qualifications, that is, pre-service service training and other relevant experiences. Staff development however,

involves well-planned activities intended to enhance teachers' productivity through the job training programmes. Staff development activities are also well-documented motivators. Besides, well developed workers (teachers included) are easier to maintain for the overall success of an organization. Put otherwise, it does not suffice to acquire, deploy and assign tasks to new staff. Rather, it is imperative that they are constantly developed among other management practices, to increase their effectiveness as they face the reality and expectation of the teaching profession.

It is therefore expected that, the proper management of staff development programmes by head teachers and other concerned education managers leads to better and enhancing teachers' effectiveness. Given the thrust of this theory, the researcher posits that well developed teachers are better prepared to cope with current and emerging instructional challenges compared to their less developed colleagues. This theory has been previously adopted by Frederick, Ngala and Odebero (2010) when they study "teachers' perceptions of staff development programmes as it relate to teachers' effectiveness: A study of rural primary schools in Kenya".

2.4   Empirical Review

There are lost o studies carried out on staff development programs as it related to other variables such as academic performance, productivity and teaching and learning effectiveness among other. To mention but, few Olaleye (2013) examined human resource practices and teacher performance competency. It is a descriptive design of the survey type, 25 items questionnaire was used to elicit information from the respondents selected. The questionnaire was based on the eight areas of human resources practices and their links with teacher performance competency. Data collected were analysed using simple means and percentages. Findings showed that teacher's recruitment should not be based on political affiliation. Recruitment should be advertised on the media and internet. Selection should be on merit. Newly recruited were not mentored by experienced

teachers. Regular-in-service programmes should be organized for teachers to enhance better performance.

Komba and Nkumbi (2008) focused on and critically analyses perceptions and practice of Teacher Professional Development by head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee in six school districts. The findings indicate a conception and practice of Teacher Professional Development which combines both the raising of teacher academic qualifications and professional growth. This study is a significant contribution to the understanding of Teacher Professional Development in developing countries contexts where general pedagogical knowledge takes precedence over the teacher's knowledge of the subject matter.

Aslam (2013) explored professional development practices for teachers in secondary schools of Pakistan. The purpose of the study is to explore the term professional development, to make teachers able to manage the class more efficiently and also increase the level of learning throughout their career and also find the hindrances in professional development programs of teachers in secondary schools of Pakistan and to provide the better solution to overcome the hurdles by providing different training programs batter than that provided in the past. It was concluded that, professional development programs are not so effective because programs are characterized with inflexible curriculum which ignored teacher's needs. In other sense there is no connection between their professional development and every day class room needs. Secondly due to the time constraints mostly teachers are not interested in these programs, they just take in to get certificates. Thirdly teachers have no input while planned training topics there is lack of teacher's involvement in planning and training process. At the end there is no proper plan for follow up and transferred activities to class room practices.

Ekpoh, Edet and Nkama (2013) investigated the influence of staff development programmes on secondary school teachers' job performance in Uyo Metropolis, Nigeria. A single hypothesis guided the study. Data were collected using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire" (TJPQ). Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work.

Frederick, Ngala and Odebero (2010) survey 100 primary schools which brought on board 100 teachers as research subjects. Using the outlier approach schools in Rift Valley and Nyanza Provinces were bifurcated into high performing and average performing categories. A modified Likert Scale type of questionnaire was administered after validation. The study revealed that the most popular staff development programmes are taking higher education and training, in-service courses and participating in workshops, seminars and conferences among others. During such programmes, teachers learn school management skills, evaluation techniques, academic achievement correlates and master wider content areas of their subjects. Teachers in the high performing schools were found to take more interest in staff development programmes compared to their colleagues in the average performing schools.

Kosgei (2015) investigated the challenges facing staff development and training needs of teachers of English in secondary schools in Kenya with reference to Kericho County. The objective of the study was to describe factors limiting teachers' participation in staff development and training programmes. In doing this, the study adopted the needs assessment theory and Frederic Herzerberg's two factor theory of job motivation and satisfaction. The study used a survey research design. A total of 25 schools, 50 teachers of English, 25 heads of department and 25 head teachers

took part in the study. Quantitative data was analyzed using descriptive statistics like percentages and presented using tables, charts and figures, while qualitative data from the heads of departments and head teachers' interview schedules was coded and analyzed thematically to establish relationships, trends and patterns from which the researcher drew useful conclusions and recommendations. The study established that most of the teachers fell short of the expected competencies under investigation, an indication of the need for more in-service training for serving teachers. The study also established that there were many factors hindering teachers' participation in the existing staff development and training programmes.

Amadi and Anaemeotu (2013) reflect on professional development on teachers' academic performance in secondary schools in Etche Local Government Area. It is a literature study. The result of the findings indicated that professional development of teachers refocusing the status quo of the school system hence contributing to high level of academic standard; in-service training fully integrates teachers' talents and potentiality towards realizing the objectives and goals of the school system; workshops/conferences/seminars provide the medium for sharing assumptions, values, beliefs as well as engendering inter institutional resources and exchanging scholarly ideas. Fareo (2013) examined the concepts of teachers' education; establishment of Teachers Registration Council of Nigeria (TRCN); models of continuing professional development; The National Teachers Institute (NTI) and retraining of teachers under the Millennium Development Goals Projects (MDGs). The study concluded that continuous professional development of teachers would definitely bring a positive change into Nigerian educational system that would produce good, well seasoned and great leaders of tomorrow.

Esia-Donkoh and Ofosu-Dwamena (2014) investigated the perception of public basic schoolteachers at Winneba, Ghana, on educational supervision in relation to their professional

development. The questionnaire was used to collect the data. One key finding from the study is that generally, majority of the teachers perceived educational supervision as having a positive impact on their professional development in terms of developing experience; curriculum, teaching methods and materials; classroom management; characteristics of pupils; and assessment. They also perceive educational supervision as helping to identify the needs of teachers and accordingly, plans professional development activities. Another finding is that educational supervisors highlight the strengths of teachers' performance and encourage them to reflect on their challenges through which solutions are found to overcome them.

Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) examined the ways in which teacher training was related to effective teaching in terms of student achievement. The purpose of the study was to assess relationship between teacher training and effective teaching. It was found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. Adediwura and Tayo, B. (2007) investigated the relationship/effect of students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills on students' academic performance. The result show that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance.

Based on the above empirical review, it can be deduced that most of the existing studies were carried out on the effects or impact of staff development programmes or teacher's professional development programmes on teaching effectiveness, classroom management, teacher's performance and student's academic performance or achievement in public schools. To the little

knowledge of the researcher, there is no study carried out in our contemporary educational environment with the aim of examining the applicability of Staff Development Programmes among private secondary schools teachers. Hence, this study is carried out to fill identified empirical gap by investigation the impact of Staff Development Programmes in private secondary school teachers in Tarauni Local Government Area of Kano State, Nigeria.

2.5   Summary of the Review and Uniqueness of the Study

This chapter provides extensive review of literature and theoretical framework based on which this study was encored. It was revealed on this chapter that, this study was hinged on the theory of human resource management as espoused by and Robbins and Owens (1987). It is therefore expected that, the proper management of staff development programmes by head teachers and other concerned education managers will leads to better and enhancing teachers' effectiveness. Given the thrust of this theory, the researcher posits that well developed teachers are better prepared to cope with current and emerging instructional challenges compared to their less developed colleagues.

Similarly, extensive review was provided on the Concept of Staff Development, Purposes of Staff Development, Concept of Teacher' Performance, Staff Development Programmes (SDP) for Secondary Schools Teachers, Knowledge of Subject Matter (KSM), Effective Classroom Management (ECM), Teaching Method Effectiveness (TME), Teacher's Ability to Evaluate Students' Work, as well as Factors Limiting the Participation of Secondary Schools Teachers in Staff Development Programmes (SDP).

Uniquely, the empirical review proved that most of the existing studies were carried out on the effects or impact of staff development programmes or teacher's professional development programmes on teaching effectiveness, classroom management, teacher's performance and

student's academic performance or achievement in public schools. To the little knowledge of the researcher, there is no study carried out in our contemporary educational environment with the aim of examining the applicability of Staff Development Programmes among private secondary schools teachers. Hence, this study is carried out to fill identified empirical gap by investigation the impact of Staff Development Programmes in private secondary school teachers in Tarauni Local Government Area of Kano State, Nigeria.

CHAPTER THREE

METHODOLOGY

3.1   Introduction

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. This chapter explains the research methodology and procedures used for the study. The procedure issues explained in this chapter include research design, population of the study, sample and sampling technique, method of data collection, data collection instrument, validity of the instrument, pilot study, reliability of the instrument, administration of data collection instrument and method of data analysis.

3.2   Research Design

Research design is considered as a "blueprint" for educational researcher, dealing with at least four scientific research problems: which questions to study, which data are relevant, what data to collect and how to analyze results. This study adopted a descriptive survey design. Descriptive survey research according to Ezeji (2004) is concerned with specifying the properties of educational and other phenomena by collecting data and describing the characteristics, features of facts about a given population using questionnaires, interviews and observation as instruments or tools for data collection. Descriptive survey design was considered suitable for this study since it solicited information from teachers under study.

Survey research method help a researcher gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationship that exist between specific events

(Cohen, Manion and Morrison, 2005). Survey research has advantages of allowing generalization from a smaller to a larger group from which the sub group has been selected. Survey research method is better suited to studying a larger number of cases, including those that were geographically dispersed (Powell and Connaway, 2010).

3.3   Population and Sample

3.3.1   Population of the Study

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. A population commonly contains too many individuals to study conveniently, so an investigation is often restricted to one or more samples drawn from it. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. For research purposes, the definition of a population depends on the context of the study. The population of this study is all the teachers of private secondary schools in Tarauni Local Government Area. According to Annual School Census Report published in 2012 by Kano State Ministry of Education there are six hundred (600) teachers in all the thirty (30) private Secondary Schools in Tarauni Local Government Area of Kano State.

3.3.2   Simple Size

A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis.

For the purpose of determining the sample size for the study, this study adopted Research Advisers (2006) recommendations for determining sample size; the sample size for the population of 600 teachers is Two Hundred and Thirty Four (234). Hence, the sample size of the study is 234 private school teachers in Tarauni Local Government Area, Kano State.

3.3.3 Sampling Technique

For the purpose of selecting number of private secondary schools in Tarauni Local Government Area, Kano State, the researcher adopted convenient sampling technique. In other words, out of 30 private secondary schools within the study, Ten (10) were conveniently selected. This 10 was selected because of the readiness of their teachers to participate in this study. Therefore, simple random selection technique was used to select 234 teachers in these 10 private secondary schools in Tarauni Local Government Area of Kano State. This convenient sampling technique is in line with Anikweze (2010) when he stated that,convenient sampling is a type of sampling; the researcher arbitrarily selects a number of subjects for the study based on the conviction that they represent one characteristic of the total population. Similarly, 234 teachers was selected using simple random sampling technique. This is because; it provides equal opportunity for every member of the population (i.e. 600 teachers) to participate in this study (Adalagba 2015).

3.4 Data Collection Instrument

Data collection instrument refer to any scientifically acceptable instrument or tools used or to be used for data collection from and individual or group of respondents. This study used Staff Development Programme impact Questionnaire (SDPAQ) self developed by the researcher and validated by the supervisor of this study. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

Although they are often designed for statistical analysis of the responses, this is not always the case.

Questionnaires have advantages over some other types of surveys because its administration is cheap (economical), it did not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. Questionnaire is a self report data collection instrument that each research participant fills out as part of a research study. Researchers use questionnaire to obtain information about the thoughts, feelings, attitudes beliefs, values, perceptions, personality and behavioural intentions of research participants.

3.4.1   Structure of Data Collection Instrument

The self developed Staff Development Programme Impact Questionnaire (SDPAQ) was designed in such a way that it will leads reliable and valid results. SDPAQ is structured to contains Seven (7) Section (A-G) designed in line with the objectives of the study. Hence, the structure of SDPAQ is as follow:

Section A: Bio Data of the Respondents

Section B: Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State

Section C: Impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under Study

Section D: Impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools teachers under Study

Section E: Impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under Study

Section F: Impact of Staff Development Programmes (SDP) on teacher's ability to evaluate students' work in Private Secondary Schools under Study

Section G: Factors Limiting the Impact of Staff Development Programmes (SDP) among Teachers of Private Secondary Schools under Study

3.5   Validation of Data Collection Instrument

3.5.1   Validity of Data Collection Instrument

Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid. In order to ensure that, *Staff Development Programme Impact Questionnaire (SDPAQ)*measures what it purports to measure, content validity is used. *Content* validity is the type of validity that addresses how well the items developed to operationalize a construct provide an adequate and representative sample of all the items that might measure the construct of interest. Because there is no statistical test to determine whether a measure adequately covers a content area or adequately represents a construct, content validity usually depends on the judgment of experts in the field (Kimberlin & Winterstein, 2008).

The supervisor of this research work has performed content validity of the said data collection instrument. The draft of the questionnaire was presented to the supervisor and other specialist for corrections, comments, and suggestions. After this process, all the comments and suggestions made by project supervisor and other specialist were affected in order to cover the scope of the study. Hence, the questionnaire is valid for the purpose of data collection in this study after effecting all the observation appropriately.

3.5.2 Reliability of Data Collection Instrument

Reliability is simply the consistency of value gotten from an instrument used for measuring a particular item several times. Kombo and Tromp (2006), define reliability as a measure of how consistent the results from a test are. Reliability estimates are used to evaluate (1) the stability of measures administered at different times to the same individuals or using the same standard (test–retest reliability) or (2) the equivalence of sets of items from the same test (internal consistency) or of different observers scoring a behavior or event using the same instrument (interrate reliability). Reliability coefficients range from 0.00 to 1.00, with higher coefficients indicating higher levels of reliability (Kimberlin & Winterstein, 2008).

An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. Reliability is determined bythe correlation of the scores from two or more independent raters (for rating son a continuum) or the coefficient of agreement of the judgments of the raters. For the study to provide a unique estimate of reliability for the developed data collection instrument, *Internal Consistency Reliability (ICR) was used.* The consistency of results across items, often measured with Cronbach's Alpha.The internal consistency method provides a unique estimate of reliability for the given test administration. The most popular internal consistency reliability estimate is given by Cronbach's alpha. It is expressed as follows:

$$\text{alpha} = N/(N-1)\left[1 - \Sigma \sigma^2(Yi)/\sigma^2 x\right]$$

Where N equals the number of items; $\Sigma \sigma^2(Yi)$ equals the sum of item variance and $\sigma^2 x$ equals the variance of the total composite. If one is using the correlation matrix rather than the variance-covariance matrix then alpha reduces to the following:

$$Alpha = Np/[1+p(N-1)]$$

Where N equals the number of items and p equals the mean inter item correlation. The Cronbach's

alpha was determined with the aid of Statistical Packages for Social Sciences (SPSS) version 20.

Table 3.1:   Summary of Reliability Results

			No. of	Cronbach's
Staff Development Programme Impact Questionnaire (SDPAQ)			59	.986
S/N	**Questionnaire Sections**	**Title of Sections/Variables**	**No. of Items**	**Cronbach's Alpha**
1	Section A	Bio Data of the Respondents	5	.679
2	Section B	Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State	9	.877
3	Section C	Impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under Study	7	.976
5	Section D	Impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools teachers under Study	11	.980
6	Section E	Impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under Study	8	.938
7	Section F	Impact of Staff Development Programmes (SDP) on teacher's ability to evaluate students' work in Private Secondary Schools under Study	7	.966
8	Section G	Factors Limiting the Impact of Staff Development Programmes (SDP) among Teachers of Private Secondary Schools under Study	12	.970

Source: Researcher's Computation, 2016 [see *Appendix II*]

As presented in Table 3.1 above, the coefficient (i.e. Cronbach's Alpha) of the data collection

instrument (SDPAQ) as a whole is .986 (98.6%). This means that, the data collection instrument

is highly reliable as used for the purpose of data collection. In other words, data collected via this

instrument is as high as 98% reliable and ensure high contributions towards achieving the research

objectives thereby resolving its problems. Similarly, results and findings to be arrived at, at the end of data collection and analysis will be highly reliable. Considerably, variable-by-variable reliability analysis was examined and the results are interpreted in the following paragraphs.

According to the results summarized on reliability analysis Table 3.1 above, it can be observed that Section A (that is designed to collect Bio Data of the Respondents) has Cronbach's Alpha .679 (67.9%). This coefficient shows that, our data collection instrument is highly reliable in terms of collecting Bio Data of the Respondents. Similarly, Table 3.1 also shows .877 (87.7%), .976(97.6%), and .980 (98%) as Cronbach's Alpha for Section B (Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State), Section C (Impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under Study), and Section D (Impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools teachers under Study) respectively. Based on these results and for the purpose of reliability analysis in this study, it can be concluded that the developed data collection is highly reliable as none of the reliability is less than 90% level of reliability.

Finally, Table 3.1 displayed .938 (93.8), .966 (96.6%), and .970 (97%) Cronbach's Alpha values for the reliability of Section E (Impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under Study), Section F (Impact of Staff Development Programmes (SDP) on teacher's ability to evaluate students' work in Private Secondary Schools under Study), and Section G (Factors Limiting the Impact of Staff Development Programmes (SDP) among Teachers of Private Secondary Schools under Study) respectively. These results connotes that, Section E, Section F, and Section G of the validated

questionnaire are highly reliable in collecting relevant data to solve study's problems relating to the variables mentioned in the sections.

3.6   Procedure for Data Collection

Method of data collection is procedures and approaches that a researcher found appropriate, valid and reliable to use in collecting the required data for a particular study. Method of data collection is simply the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research question or hypotheses, and evaluate outcomes (Lescroël et al., 2014). For the purpose of this study, personal administration of self-developed structured questionnaire was used as method of data collection.

3.6.1   Administration of Data Collection Instrument

To embark on the field survey for the purpose of administration of data collection instrument, an introductory letter from the Head of Education Department, Bayero University Kano to the primacy schools under study was collected. Also, 234 copies of the developed questionnaire were printed for distribution. In order to ensure that the questionnaire got to respondents and avoided non return of questionnaire from the subjects, the researcher administered the questionnaires personally and with the aid of trained research assistants.*This* personal administration of data collection instrument by the researcher has helped in ensuring optimum response and on the spot clarification of issues related to the topic under study between the researcher and the respondents. In addition, the approaches has assisted the study to obtain some practical information and experiences like respondent's behaviour to questions when confronted with it and expression on a particular item or question.

The administration of 234 SDPAQ were personally done at each of the private school under study using random distribution method. Random distribution was used because it is unbiased (objective)

as it gives each and every respondent equal chances of being participated in the study. The administration of questionnaires were done with replacement (that is, if a copy of questionnaire is administered to a particular teachers, another copy can be re-administered to same as a result of refusal to return the initial instrument, misplacement or damage). This is done in order to ensure highly level of responses and objective (unbiased) data collection processes.

3.7   Procedure for Data Analysis

For the purpose of analyzing data collected via questionnaire administration, this study used frequency and percentage counts in Tabulation format with the help ofStatistical Packages for Social Sciences (SPSS) version 20.Frequency in this study will allow the researcher to determine the number of occurrences of a repeating response per questions as a time. Frequency can be denoted by 'N' or 'n' as number of observation. Percentage is a number or ratio expressed as a fraction of 100. It is often denoted using the percent sign "%", or the abbreviation "pct."; sometimes the abbreviation "pc" is used in the case of quantities in economics (Elert and Condon, 2003).The weighted arithmetic mean (or weighted mean) is used if one wants to combine average values from samples of the same population with different sample sizes. In other impact they represent a measure for the reliability of the influence upon the mean by the respective values (Pilhofer, 2007).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

This chapter contains presentation and interpretation of results from the data collected via Staff Development Programme Impact Questionnaire (SDPAQ) administration. The respondents to the study are teachers of selected private secondary schools in Tarauni Local Government Area, Kano State. Specifically, this chapter contains analysis of response rate, presentation of socio-demographic data of the respondents, results presentations based on research objectives, summary of major findings, and discussions of findings.

4.2   Response Rate Analysis (RRA)

This subsection is designed to examine the rate of students who have responded to the study data collection instrument and used for the purpose of answering research questions. It is very important to note that, the higher the response rates the better and reliable the results of the analysis would be.

Table 4.1:   Response Rate

Status	Questionnaires Administered		Questionnaires Collected		Questionnaires Not Collected	
Statistics	**N**	**%**	**N**	**%**	**N**	**%**
	234	100	210	89.74	24	10.26
Total	**234**	**100**	**210**	**89.74**	**24**	**10.26**

Source: Developed by the Researcher, 2016. **NOTE:N** = Frequency, **%** = Percentage

Descriptive summary displayed in Table 4.1 shows that, out of all the 234 copies of questionnaires administered to teachers under study, 210 copies was successfully completed and returned for further analysis while the remaining 24 copies was not collected despite all the effort of the

researcher. This 210 account for 89.74% out of 100%, which shows that, the responses for the study are sufficient to provide convincing information on behalf of the remaining 24 (10.26%). Hence, the responses rate to the study's data collection instrument is 89.74%; which is high enough to produce valid and reliable results therein.

4.3   Presentation of Bio Data of the Respondents

This section provides presentation and interpretation of results collected via questionnaire on the basis of bio-data of the respondents. The bio-data variables used in this study are gender, years of working experience, qualification, engaging in any form of Staff Development Programme (SDP) and frequency of participating in Staff Development Programmes (SDP). These variables are assumed to have told little or more about the composition and ability of the respondents in providing adequate data to solve the research problems of the study.

Table 4.2:   Socio-Demographic Information

VARIABLES	Options	Frequency	Percentage
GENDER	Male	156	74.3
	Female	54	25.7
	Total	**210**	**100.0**
YEARS OF WORKING EXPERIENCE	0-4	75	35.7
	5- 9	57	27.1
	10-14	78	37.1
	Total	**210**	**100.0**
QUALIFICATION	M.ED/M.SC	13	6.2
	B.ED/B.A/B.SC	89	42.4
	HND	77	36.7
	NCE	31	14.8
	Total	**210**	**100.0**
Have you engaged in any form of Staff Development Programme (SDP) in your school before now?	Yes	168	80.0
	No	42	20.0
	Total	**210**	**100.0**
How often do you participate in Staff Development Programmes (SDP) available in your school?	Always	6	3.6
	Sometimes	60	35.7
	Most a times	9	5.4
	Very rare	93	55.4
	Total	**168**	**100.0**

Source: Filed Survey, 2016

Descriptive summary displayed in Table 4.2 above shows that, there are 156 (74.3%) male and 54 (25.7%) female teachers who have responded to the study's data collection instrument. Also, most of this respondents 78 (37.1%) have been working as teachers for the period between 10-14 years as at the time of this study, another significant respondents 75 (35.7%) have been working as teenagers for less than 5 years. Similarly, 57 (27.1%) of the respondents has been working as teachers for or between 5- 9 years as at the time of this study. Consequently, on the qualification of the respondents; 89 (42.4%) teachers holds B.ED/B.A/B.SC as their educational qualification as at the time of the study, 77 (36.7%) holds HND, 31 (14.8%) holds NCE while, only 13 (6.2%) teachers holds M.ED/M.SC as their educational qualification achieved as at the time of the study.

Respondents under study were asked whether they have engaged in any form of Staff Development Programme (SDP) in your school before now. 168 (80.0%) agreed yes while 42 (20.0%) responded no. This shows that, out of 210 teachers who have responded to the study's data collection instrument; 168 have engaged in one form of Staff Development Programme (SDP) or the other in their school before now. Therefore, since this study aim at determining the impact of Staff Development Programme (SDP); only these 168 teachers will be considered as justifiable respondents to the study. Hence, the subsequent results presentation and discussion will be made based on the responses of 168 teachers. This is because, it is assuming that only teacher who has engaged into SDP can tell or give his/her view about its impact.

Finally, these 168 teachers were asked on how often they participate in Staff Development Programmes (SDP) available in their schools. 93 (55.4%) raveled that they participated very rare, 60 (35.7%) participated sometimes, 9 (55.4%) participated most a times, and the remaining 6 (3.6%) revealed that they have alwaysparticipate in Staff Development Programmes (SDP) available in their schools.

4.4 Results Presentation based on Research Objectives

This section contains results presentation and interpretation based on the research objectives stated earlier in chapter one of this study. It is worth mentioning that, this arrangement is done in order to aid comprehensive understanding and help in determining whether the said research objectives of the study has been appropriately achieved or not.

Table 4.3: Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State

S/N	Staff Development Programmes (SDP)	Available (AV)		Not Available (NV)	
		N	%	N	%
1	Seminar, Workshops and Conferences	115	68.5	53	115
2	Mentoring	88	52.4	80	47.6
3	In-Service Training	67	39.9	101	60.1
4	Meetings Training	119	70.8	49	29.2
5	Continuing Education	14	8.3	154	91.7
6	Induction Training	58	34.5	110	65.5
7	Head teacher-Teacher assistance	117	69.6	51	30.4
8	Teacher-Teacher assistance	112	66.7	56	33.3
9	Interschool visitation	126	75.0	42	25.0

Source: Field Survey, 2016. **NOTE**: **N** = Frequency and **%** = Percentage

Results summarised and presented in Table 4.3 shows that, various Staff Development Programmes (SDP) available for the Private Secondary Schools teachers under study as agreed by the majority of the respondents are Interschool visitation (75.0%), Meetings Training (70.8%), Head teacher-Teacher assistance (69.6%), Seminar, Workshops and Conferences (68.5%), Teacher-Teacher assistance (66.7%), and Mentoring (52.4%). Similarly, most of the respondents revels various the Staff Development Programmes (SDP) that are not available for them; which includes Continuing Education (91.7%), Induction Training (65.5%), and In-Service Training (60.1%).

Based on the above results and for the purpose of this study, it can be concluded that the various Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State are interschool visitation, meetings training, head teacher-teacher assistance, seminar, workshops and conferences, teacher-teacher assistance, and mentoring. Also Continuing Education, Induction Training, and In-Service Training is not made available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State.

Table 4.4: The Impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools Teachers under Study

S/N	Impact of Staff Development Programmes (SDP) can:	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	improve the ability of a teacher to present the lessons in sequential and logical manner	90	53.6	53	31.5	16	9.5	9	5.4
2	ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings	78	46.4	63	37.5	27	16.1	__	__
3	help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson	71	42.3	41	24.4	22	13.1	34	20.2
4	make teachers break the unit into lessons	85	50.6	36	21.4	26	15.5	21	12.5
5	make me teach the subject matter well	73	43.5	55	32.7	40	23.8		
6	make me teach for understanding, rather than reproduction of facts	121	72.0	23	13.7	__	__	24	14.3
7	Teachers who are sponsored to attend workshops, seminars and conferences have better knowledge of the subject matter than those not sponsored to such programmers	72	42.9	61	36.3	35	20.8	__	__

Source: Field Survey, 2016. **NOTE**: N = Frequency, **%** = Percentage, **SA** = Strongly Agreed, **A** = Agreed, **D** = Disagreed, &**SD** = Strongly Disagreed

Based on the descriptive results presented in Table 4.4, it can be observed that impact of Staff Development Programmes (SDP) as strongly agreed and agreed by majority of the respondents can: teachers teach for understanding, rather than reproduction of facts (72.0& and 13.7%), improve the ability of a teacher to present the lessons in sequential and logical manner (53.6% and 31.5%), make teachers break the unit into lessons (50.6% and 21.4%), ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings (46.4% and 37.5%), make teachers teach the subject matter well (43.5% and 32.7%), help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson (42.3% and 24.4%). Finally, Teachers who are sponsored to attend workshops, seminars and conferences have better knowledge of the subject matter than those not sponsored to such programmes (42.9% and 36.3%).

In line with objective two of this study, it can be concluded that the impact of Staff Development Programmes (SDP) can: teachers teach for understanding, rather than reproduction of facts, improve the ability of a teacher to present the lessons in sequential and logical manner, make teachers break the unit into lessons, ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings, make teachers teach the subject matter well, help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson.

The abovementioned shows that, impact of Staff Development Programmes (SDP) have significant positive and favorable impact of the Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under study.

Table 4.5: The Impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools Teachers under Study

S/N	Staff Development Programmes (SDP) was effective in terms of:	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	Proper management of class time	74	44.0	77	45.8	--	--	17	10.1
2	Proper management of classroom Space	61	36.3	44	26.2	16	9.5	47	28.0
3	Management of materials and Equipment	99	58.9	29	17.3	19	11.3	21	12.5
4	Proper record keeping	95	56.5	28	16.7	19	11.3	26	15.5
5	Establishing classroom routines and Procedures	79	47.0	71	42.3	18	10.7	--	--
6	Developing proper student behavior in the classroom	92	54.8	66	39.3	--	--	10	6.0
7	Effective use of rewards for increasing desirable behavior	113	67.3	23	13.7	16	9.5	16	9.5
8	The use of challenging, positive Remarks	62	36.9	66	39.3	29	17.3	11	6.5
9	Careful employment and use of anecdotes and stories	114	67.9	40	23.8	14	8.3	--	--
10	Effective use of punishment for decreasing undesirable behavior	101	60.1	51	30.4	16	9.5	--	--
11	Providing a climate for students to Learn	35	20.8	73	43.5	26	15.5	34	20.2

Source: Field Survey, 2016. **NOTE**: **N** = Frequency, **%** = Percentage, **SA** = Strongly Agreed, **A** = Agreed, **D** = Disagreed, &**SD** = Strongly Disagreed

Results summarized in Table 4.5 shows that most of the respondents strongly agreed and agreed that Staff Development Programmes (SDP) was effective in terms of: careful employment and use of anecdotes and stories (67.9% and 23.8%), effective use of rewards for increasing desirable behavior (67.3% and 13.7%), effective use of punishment for decreasing undesirable behavior (60.1% and 30.4%), management of materials and equipment (58.9% and 17.3%), proper record keeping (56.5% and 16.7%), developing proper student behavior in the classroom (54.8% and 39.3%), establishing classroom routines and procedures (47.0% and 42.3%), use of challenging, positive remarks (36.9% and 39.3%), and proper management of class time (44.0% and 45.8%).

Based on the above results and for the purpose of this analysis, it can be concluded that impact of Staff Development Programmes (SDP) have favorable and significant positive impact on Effective Classroom Management (ECM) of Private Secondary Schools teachers under study.

Table 4.6: The Impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools Teachers under Study

S/N	Staff Development Programmes (SDP) was effective in terms of:	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	Selecting appropriate teaching method relevant to the course content	73	43.5	67	39.9	20	11.9	8	4.8
2	Planning effective lessons	76	45.2	40	23.8	27	16.1	25	14.9
3	Preparing and use Audio/Visual aids for teaching	67	39.9	65	38.7	26	15.5	10	6.0
4	Promoting discussion about subject matter	84	50.0	55	32.7	12	7.1	17	10.1
5	Promoting team work and sharing of ideas	76	45.2	37	22.0	25	14.9	30	17.9
6	Accessing online materials by teachers at anytime for improvement in their teaching methods	96	57.1	52	31.0	20	11.9	--	--
7	Develop wide range skills and concepts than are needed to deal with immediate professional problems	87	51.8	55	32.7	12	7.1	14	8.3
8	Identifying skills needed for effective teaching methods	85	40.5	38	18.1	21	10.0	24	11.4

Source: Field Survey, 2016. **NOTE**: **N** = Frequency, **%** = Percentage, **SA** = Strongly Agreed, **A** = Agreed, **D** = Disagreed, &**SD** = Strongly Disagreed

Results presented in Table 4.6 shows that most of the respondents strongly agreed and agreed that Staff Development Programmes (SDP) was effective in terms of:accessing online materials by teachers at anytime for improvement in their teaching methods (57.1% and 31.0%), develop wide range skills and concepts than are needed to deal with immediate professional problems (51.8% and 32.7%), promoting discussion about subject matter (50.0% and 32.7%), planning effective lessons (45.2% and 23.8%), promoting team work and sharing of ideas (45.2% and 22.0%),

identifying skills needed for effective teaching methods (40.5% and 18.1%), selecting appropriate teaching method relevant to the course content (43.5% and 39.9%), and preparing and use Audio/Visual aids for teaching (39.9% and 38.7%). Based on the above narrated results and for the purpose of this analysis, it can be concluded that impact of various Staff Development Programmes (SDP) have significant positive impact on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under study.

Table 4.7: The Impact of Staff Development Programmes (SDP) on Teacher's Ability to Evaluate Students' Work in Private Secondary Schools under Study

S/N	Staff Development Programmes (SDP) was effective in terms of:	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	Properly using various evaluation techniques/tests	96	57.1	52	31.0			20	11.9
2	Giving students proper class work/Assignments	73	43.5	67	39.9	20	11.9	8	4.8
3	Giving students proper home work/Assignments	90	53.6	53	31.5	16	9.5	9	5.4
4	Showing and indicating the rate of progress to each student	78	46.4	63	37.5	27	16.1		
5	Pointing out their weaknesses and strengths to students	121	72.0	23	13.7			24	14.3
6	Being fair in testing, marking and grading in examinations	79	47.0	71	42.3	18	10.7		
7	Keeping records of students' progress and activities	90	53.6	53	31.5	16	9.5	9	5.4

Source: Field Survey, 2016. **NOTE**: **N** = Frequency, **%** = Percentage, **SA** = Strongly Agreed, **A** = Agreed, **D** = Disagreed, &**SD** = Strongly Disagreed

Results summarized in Table 4.7 above shows that, most of the respondents strongly agreed and agreed that Staff Development Programmes (SDP) was effective in terms of:pointing out their weaknesses and strengths to students (72.0% and 13.7%), properly using various evaluation techniques/tests (57.1% and 31.0%), giving students proper home work/assignments (53.6% and 31.5%), keeping records of students' progress and activities (53.6% and 31.5%), being fair in testing, marking and grading in examinations (47.0% and 42.3%), showing and indicating the rate

of progress to each student (46.4% and 37.5%), and giving students proper class work/assignments (43.5% and 39.9%). Based on these results and for the purpose of this study, it can be concluded that impact of various Staff Development Programmes (SDP) have significant favorable impact on teacher's ability to evaluate students' work in Private Secondary Schools under study.

Table 4.8: Factors Limiting the Impact of Staff Development Programmes (SDP) among Teachers of Private Secondary Schools under Study

S/N	Factors	SA		A		D		SD	
		N	%	N	%	N	%	N	%
1	Lack of information on inset courses and programs	20	11.9	18	10.7	68	40.5	62	36.9
2	Lack of financial support from your school	90	53.6	53	31.5	16	9.5	9	5.4
3	Lack of time due to personal commitment	78	46.4	63	37.5	27	16.1	--	--
4	Poor organization of the training programs	90	53.6	53	31.5	16	9.5	9	5.4
5	Lack of qualified trainer person/ facilitators	73	43.5	67	39.9	20	11.9	8	4.8
6	Inadequacy of inset programs in meeting your expectations	79	47.0	71	42.3	18	10.7	--	--
7	Training being too theoretical, didactic or remote from the realities	20	11.9	18	10.7	87	51.8	43	25.6
8	Time lag between training and implementation	92	54.8	73	43.5	3	1.8	--	--
9	poor organization and inappropriate contents selection	25	14.9	27	16.1	93	55.4	23	13.7
10	wrong timing of the period of the year that is devoted for the exercise to take place	25	14.9	29	17.3	104	61.9	10	6.0
11	attitude of the school authority in not wanting to finance or send many staff on SDPs particularly the teachers	66	39.3	67	39.9	14	8.3	21	12.5
12	Lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill	93	55.4	65	38.7	10	6.0	--	--

Source: Field Survey, 2016. **NOTE**: N = Frequency, **%** = Percentage, **SA** = Strongly Agreed, **A** = Agreed, **D** = Disagreed, &**SD** = Strongly Disagreed

Descriptive statistics displayed in Table 4.8 above indicates that, significant portion of the respondents strongly agreed and agreed that factors limiting the impact of Staff Development

Programmes (SDP) among teachers of Private Secondary Schools under study are time lag between training and implementation (54.8% and 43.5%), lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill (55.4% and 38.7%), lack of financial support from your school and poor organization of the training programs (53.6% and 31.5%), inadequacy of inset programs in meeting your expectations (47.0% and 42.3%), lack of time due to personal commitment (46.4% and 37.5%), and lack of qualified trainer person/ facilitators (43.5% and 39.9%).

Similarly, most of the respondent strongly disagreed and disagreed that Lack of information on inset courses and programs, Training being too theoretical, didactic or remote from the realities, poor organization and inappropriate contents selection, and wrong timing of the period of the year that is devoted for the exercise to take place are factors limiting the impact of Staff Development Programmes (SDP) among teachers of Private Secondary Schools under study.

Based on the above results and for the purpose of this analysis, it can be concluded that the factors limiting the impact of Staff Development Programmes (SDP) among teachers of Private Secondary Schools under study are time lag between training and implementation, lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill, lack of financial support from your school and poor organization of the training programs, inadequacy of inset programs in meeting your expectations, lack of time due to personal commitment, and lack of qualified trainer person/ facilitators.

4.5   Hypothesis

There is no significant relationship between staff development programmes and teachers' performance in private secondary schools in Tarauni local government area of Kano State.

Table 4.9:chi-sqaure analysis of staff development programmes and teachers' performance in private secondary schools

	Population explosion
Chi-Square	207.421[a]
Df	209
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 10.4.

The table below, show the chi-square of staff development programmes and teachers' performance in private secondary schools, the chi-square value is 207.421, df is 131 and p-value is 0.000, it indicates that p<0.005. Therefore, there is significant relationship between staff development programmes and teachers' performance in private secondary schools in Tarauni local government area of Kano State.

4.6   Summary of Major Findings

Based on the above results presented and interpreted, the followings are the major findings of the study:

1) The various Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State were interschool visitation, meetings training, head teacher-teacher assistance, seminar, workshops and conferences, teacher-teacher assistance, and mentoring. Also Continuing Education, Induction Training, and In-Service Training is not made available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State.

2) Staff Development Programmes (SDP) have significant positive and favorable impact on the Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under study. This because, the impact of SDP can: teachers teach for understanding, rather than reproduction of facts, improve the ability of a teacher to present the lessons in sequential and logical manner, make teachers break the unit into lessons, ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings, make teachers teach the subject matter well, help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson.

3) Staff Development Programmes (SDP) have favorable and significant positive impact on Effective Classroom Management (ECM) of Private Secondary Schools teachers under study. This positive impact are that SDPwas effective in terms of: careful employment and use of anecdotes and stories, effective use of rewards for increasing desirable behavior, effective use of punishment for decreasing undesirable behavior, management of materials and equipment, proper record keeping, developing proper student behavior in the classroom, establishing classroom routines and procedures, use of challenging, positive remarks, and proper management of class time.

4) Staff Development Programmes (SDP) have significant positive impact on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under study. This is because, SDP was effective in terms of: accessing online materials by teachers at anytime for improvement in their teaching methods, develop wide range skills and concepts than are needed to deal with immediate professional problems, promoting discussion about subject matter, planning effective lessons, promoting team work and sharing of ideas,

identifying skills needed for effective teaching methods, selecting appropriate teaching method relevant to the course content, and preparing and use Audio/Visual aids for teaching.

5) The various Staff Development Programmes (SDP) have significant favorable impact on teacher's ability to evaluate students' work in Private Secondary Schools under study. this because, SDP was effective in terms of: pointing out their weaknesses and strengths to students, properly using various evaluation techniques/tests, giving students proper home work/assignments, keeping records of students' progress and activities, being fair in testing, marking and grading in examinations, showing and indicating the rate of progress to each student, and giving students proper class work/assignments.

6) The factors limiting the impact of Staff Development Programmes (SDP) among teachers of Private Secondary Schools under study were time lag between training and implementation, lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill, lack of financial support from your school and poor organization of the training programs, inadequacy of inset programs in meeting your expectations, lack of time due to personal commitment, and lack of qualified trainer person/ facilitators.

7) There is no significant relationship between staff development programmes and teachers' performance in private secondary schools in Tarauni local government area of Kano State.

4.7   Discussions of Findings

This section provides discussion of the major findings summarized above. It should be noted that, this discussion is based on the research questions and objectives of the study. Firstly, the present

study found that the various Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State are interschool visitation, meetings training, head teacher-teacher assistance, seminar, workshops and conferences, teacher-teacher assistance, and mentoring. Also Continuing Education, Induction Training, and In-Service Training is not made available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State.

The above finding lean on the results and findings of survey conducted by Support Council Education Services (2004); Gutek (2007), Adeniji (2002) when they proved that the techniques used in developing teachers manpower include on-the-job training, coaching and teachers' meeting and visitations. They also established that other techniques are workshops, conferences and seminars, professional publications and lectures. It can be further lamented that these Staff Development Programmes (SDP) expose teachers to exchange of useful facts and ideas necessary for their professional growth. Also, these Staff Development Programmes (SDP) can be seen as planned for a management team to discuss new techniques and concepts that are about to be introduced into an organization. Findings of Olaleye (2013) supported the first major finding of this study, by pointing out significant relationship between the eight human resources practices and teacher job performance competency. The area highlighted was recruitment and selection, induction and self development, compensation and salary, mentoring and Principal Leadership all these variables identified affect teacher's performance.

Secondly, this study found that impact of Staff Development Programmes (SDP) has significant positive and favorable impact of the Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under study. This because, the impact of SDP can: teachers teach for understanding, rather than reproduction of facts, improve the ability of a teacher to present the

lessons in sequential and logical manner, make teachers break the unit into lessons, ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings, make teachers teach the subject matter well, help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson.

This result is consistent with previous findings (Ehindero and Ajibade,2000). The study has demonstrated a significant relationship between students' perception of teachers' knowledge of subject matter and academic performance. The question now is how can students' perception of their teachers' knowledge influence their academic performance? From simple logic, if a pupil likes a teacher it is possible that he will like the subject the teacher teaches and will in turn make progress in the subject. Hence hypothesis one is rejected. Apparent from this finding is that, provision of staff development programme is imperative in enhancing teachers' effectiveness in the discharge of their duties in the secondary school system in the areas identified in this study. Thus, teachers need to be regularly provided with opportunities for them to improve their knowledge of the subject they teach and the teaching skills they had acquired in the pre-service courses they offered. This is based on the recognition that we are living in a rapidly changing world such that whatever knowledge and skills teachers learnt in their pre-service training becomes stale very fast, just as new challenges and realties emerge in the socio-economic and political environment (Mohammed 2006).

Thirdly, this study found that impact of Staff Development Programmes (SDP) has favorable and significant positive impact on Effective Classroom Management (ECM) of Private Secondary Schools teachers under study. This positive impact are that SDP was effective in terms of: careful employment and use of anecdotes and stories, effective use of rewards for increasing desirable behavior, effective use of punishment for decreasing undesirable behavior, management of

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materials and equipment, proper record keeping, developing proper student behavior in the classroom, establishing classroom routines and procedures, use of challenging, positive remarks, and proper management of class time. This finding is in agreement with earlier studies conducted by Ntukidem and Etudor (2003), Garet et al (2001),Darling-Hammond, (2000) and Zatta (2000). Their studies indicated that staff who were exposed to training programmes performed more effectively in their classroom job than those who were not. Similarly, the outcome of this study confirms an earlier finding by Cohen and Hill (2001) that teachers whose training programmes focused on the curriculum taught well when what was learnt were applied in the classroom. The study further revealed that students' achievements were also good.

Fourthly, impact of various Staff Development Programmes (SDP) has significant positive impact on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under study. This is because, SDP was effective in terms of: accessing online materials by teachers at anytime for improvement in their teaching methods, develop wide range skills and concepts than are needed to deal with immediate professional problems, promoting discussion about subject matter, planning effective lessons, promoting team work and sharing of ideas, identifying skills needed for effective teaching methods, selecting appropriate teaching method relevant to the course content, and preparing and use Audio/Visual aids for teaching. This finding was in support of Ibrahim (2015) when he lamented that across the nation, In-service education is viewed by many educators as an absolute necessity for quite a number of reasons that is if the classroom teachers are to perform their roles more effectively. Surprisingly, some people who have attended seminars, and or workshops were reported to have come back home disappointed rather than returning with enthusiasm and encouragement to participate in such a pogramme if called upon again.

Furthermore, good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state, and national leaders make in education. Yet with the wide variety of professional development options available, which methods have the most impact on student learning? Research on professional development is scattered throughout subject areas, with its focus ranging from classroom processes and structures to teachers' personal traits. We have limited our review to learning opportunities for teachers that are explicitly aimed at increasing student achievement.

Fifthly, the present study also found that impact of various Staff Development Programmes (SDP) has significant favorable impact on teacher's ability to evaluate students' work in Private Secondary Schools under study. this because, SDP was effective in terms of: pointing out their weaknesses and strengths to students, properly using various evaluation techniques/tests, giving students proper home work/assignments, keeping records of students' progress and activities, being fair in testing, marking and grading in examinations, showing and indicating the rate of progress to each student, and giving students proper class work/assignments. This finding lean of the findings by NSDC (2009); when they proved that if teachers sense a disconnect between what they are urged to do in a professional development activity and what they are required to do according to local curriculum guidelines, texts, assessment practices, and so on—that is, if they cannot easily implement the strategies they learn, and the new practices are not supported or reinforced—then the professional development tends to have little impact.

Furthermore, in an effective professional learning system, school leaders learn from experts, mentors, and their peers about how to become true instructional leaders. They work with staff members to create the culture, structures, and dispositions for continuous professional learning and create pressure and support to help teachers continuously improve by better understanding

students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning within a framework of high expectations. Professional learning can have a powerful effect on teacher skills and knowledge and on student learning if it is sustained over time, focused on important content, and embedded in the work of professional learning communities that support ongoing improvements in teachers' practice.

Finally, this study found that the factors limiting the impact of Staff Development Programmes (SDP) among teachers of Private Secondary Schools under study are time lag between training and implementation, lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill, lack of financial support from your school and poor organization of the training programs, inadequacy of inset programs in meeting your expectations, lack of time due to personal commitment, and lack of qualified trainer person/ facilitators.

The above finding was in line with Nwachukwu (2000) results, when he discovered that among the problems that educators observe in some in-service training or workshops both in the developed and developing countries include; i. poor organization and inappropriate contents selection. ii. wrong timing of the period of the year that is devoted for the exercise to take place. iii. attitude of the school authority in not wanting to finance or send many staff on In-service programmes particularly the teachers. iv. The meager salaries that are paid to the teachers presently may not allow many teachers to show interest. v. Failure of the organizers of the workshops/seminars to relate their programmes to the genuine needs or interests of the participants. vi. Duration of the workshops/seminars and training may be too long or short for the realization of the programme objectives. vii. Lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter provides summary of this research work, concluded issues as well as recommendations. Specifically, conclusions drawn are based on the empirical review and major findings of the study. Also, recommendations made are of two forms namely: recommendations based on major findings and conclusions and recommendation (frontier) for further studies.

5.2   Summary

This study examined the impact of Staff Development Programmes (SDP) among Private Secondary Schools Teachers in Tarauni Local Government Area of Kano State. Hence, the study contains five chapters that are scientifically interconnected with one another. Chapter one of this study introduce the topic as well as its major variables to the readers. Under this chapter, the study was able to establish that teachers at all levels of the educational system are very important in the overall development of any nation. But, in Nigeria, the attention paid to teaching at all levels appears to negate the importance of teacher education as a tool for national development. Also, the study proved that Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively.

Similarly, in this chapter one, the study pointed out that Administrators of education and school heads rarely organize in-service training, conferences, seminars, refresher courses or workshops for secondary school teachers to improve themselves in spite of their critical role in bringing about teachers' effectiveness. Hence, most teachers who undergo post qualification training do so on their own. However, it has been observed that in Nigeria poor quality of teachers are recruited; also Staff development progarmmes are not assessable to these teachers in their respected schools

and this has led to low performance of students in public examination. There is a growing need for refresher courses, or revisiting and upgrading knowledge and skills workshops on the part of educators. Based on these mentioned background and problems, this study was considered a child of necessity more especially on private secondary school teachers in Nigeria. Other issues discussed in this chapter among others are research questions, objectives, significance, scope and delimitation of the study.

The second chapter two provides extensive and logical review of literature, theories and empirical studies that were found relevant and related to the topic as well as variables under study. Under this chapter, theoretical framework was provided; empirical review was done using recent studies. It was revealed on this chapter that, this study was hinged on the theory of human resource management as espoused by and Robbins and Owens (1987).It is therefore expected that, the proper management of staff development programmes by head teachers and other concerned education managers will leads to better and enhancing teachers' effectiveness. Given the thrust of this theory, the researcher posits that well developed teachers are better prepared to cope with current and emerging instructional challenges compared to their less developed colleagues. Similarly, extensive review was provided on the Concept of Staff Development, Purposes of Staff Development, Concept of Teacher' Performance, Staff Development Programmes (SDP) for Secondary Schools Teachers, Knowledge of Subject Matter (KSM), Effective Classroom Management (ECM), Teaching Method Effectiveness (TME), Teacher's Ability to Evaluate Students' Work, as we as Factors Limiting the Participation of Secondary Schools Teachers in Staff Development Programmes (SDP).

This study is considered unique, because the empirical review proved that most of the existing studies were carried out on the effects or impact of staff development programmes or teacher's professional development programmes on teaching effectiveness, classroom management, teacher's performance and student's academic performance or achievement in public schools. To the little knowledge of the researcher, there is no study carried out in our contemporary educational environment with the aim of examining the applicability of Staff Development Programmes among private secondary schools teachers. Hence, this study is carried out to fill identified empirical gap by investigation the impact of Staff Development Programmes in private secondary school teachers in Tarauni Local Government Area of Kano State, Nigeria.

The third chapter presented procedures by which researchersgo about their work of describing; explaining and predicting phenomena are called researchmethodology. Under this chapter, it was revealed that descriptive survey design was adopted as a guide for the study. Descriptive survey design was considered suitable for this study since it solicited information from teachers under study. The population of this study is Six Hundred (600) teachers in all the Thirty (30) private Secondary Schools in Tarauni Local Government Area of Kano State. This study adopted Research Advisers (2006) recommendations for determining sample size of Two Hundred and Thirty Four (234) teachers out of 600; while, Ten (10) were conveniently selected from which 234 teachers was selected using simple random sampling technique.

For data collection, this study used Staff Development Programme Impact Questionnaire (SDPAQ) self developed by the researcher and validated by the supervisor of this study. The SDPAQ was validated using validity and reliability with the help of Cronbach's Alpha.The coefficient (i.e. Cronbach's Alpha) of the data collection instrument (SDPAQ) as a whole is .986 (98.6%). This means that, the data collection instrument is highly reliable as used for the purpose

of data collection. In other words, data collected via this instrument is as high as 98% reliable and ensure high contributions towards achieving the research objectives thereby resolving its problems.The administration of 234 SDPAQ were personally done at each of the private school under study using random distribution method. Data collected was analysed and reported using frequency and percentage counts in Tabulation format with the help of Statistical Packages for Social Sciences (SPSS) version 20.

Chapter four contains presentation and interpretation of results from the data collected via Staff Development Programme Impact Questionnaire (SDPAQ) administration. The respondents to the study are teachers of selected private secondary schools in Tarauni Local Government Area, Kano State. Specifically, this chapter contains analysis of response rate, presentation of socio-demographic data of the respondents, results presentations based on research objectives, summary of major findings, and discussions of findings. This final Chapter Five provides summary of this research work, concluded issues as well as recommendations.

5.3   Conclusions

Based on the major findings of the study, it was concluded that:

1) The Staff Development Programmes (SDP) available for teachers in Nigerian Private Secondary Schools are interschool visitation, meetings training, head teacher-teacher assistance, seminar, workshops and conferences, teacher-teacher assistance, and mentoring.

2) Impact of Staff Development Programmes (SDP) has significant positive and favorable impact of the Knowledge of Subject Matter (KSM) of teachers in Nigerian Private Secondary Schools.

3) Impact of Staff Development Programmes (SDP) has favorable and significant positive impact on Effective Classroom Management (ECM) of teachers in Nigerian Private Secondary Schools.

4) Impact of various Staff Development Programmes (SDP) has significant positive impact on Teaching Method Effectiveness (TME) of teachers in Nigerian Private Secondary Schools.

5) Impact of various Staff Development Programmes (SDP) has significant favorable impact on teacher's ability to evaluate students' work in Nigerian Private Secondary Schools.

6) Impact of Staff Development Programmes (SDP) among teachers in Nigerian Private Secondary Schools can be limited by many such as: time lag between training and implementation, lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill, lack of financial support from your school and poor organization of the training programs, inadequacy of inset programs in meeting your expectations, lack of time due to personal commitment, and lack of qualified trainer person/ facilitators.

5.4   Recommendations

Based on the concluded issues, this study recommended that:

1) Kano State Government (Ministry of Education) and other authorities governing private secondary school in Kano State should ensure that the management of private secondary schools regularly organize and allow its teachers to Staff Development Programmes (SDP) such as seminar, workshops and conferences within or outside the state. Hence, the

management of the schools should finance the programmes. This will significantly help in capacity building and academic achievement of students.

2) Educational authorities and the management of private secondary schools in Tarauni local government area and Kano State at large should on a regular basis organize training programmes for teachers. Such programmes should relate to the subject contents, use of teaching and lesson preparation and delivery, classroom management and students evaluation.

3) National, International NGOs and wealthy individuals in the society should help in ensuring that adequate funds are provided for training and development programmes in private secondary schools. There is a need for every private secondary school to create a unit for teachers' training and development purposes. Such training and development programmes should play more emphasis on practices of classroom management.

4) Teachers of private secondary school should be involved in planning staff development programmes. The involvement of teachers will guarantee that the training programmes meet their needs and interest. Also, they will be able to advise on the type of training needed to meet their needs, and will be able to provide meaningful feedback.

5) Private secondary school principals should endeavour to make necessary instructional materials available to teachers when needed. Also, there should be formal policy guidelines for training of teachers. Opportunity should be made for teachers to attend training programmes at least once every academic year. This will help in ensuring effectiveness of teacher's teaching method, which in turn can improve academic performance of students.

6) To ensure high level of Staff Development Programmes (SDP) Impact among teachers of Private Secondary Schools, there is need to make sure no time lag between training and implementation. There should also be a follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill. Also, teachers should create adequate time to attend training proraggmes assigned to. Finally, organizers and Scholl management should make sure that skilled and qualified trainer person/ facilitators as employed for the development programmes.

5.5 Frontier for Further Studies

Specifically, this study This study examined the Impact of Staff Development Programmes (SDP) among Private Secondary Schools Teachers in Tarauni Local Government Area of Kano State. Hence, for anyone wishing to further from this study should conduct similar study by covering private secondary schools within the 8 local government areas of Kano metropolis. Similarly, a study aiming at examining the impact of Staff Development Programmes (SDP) on attracting and retaining good teachers in private secondary schools should be carried out.

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Appendix I

Introductory Letter

> Educational Administration and Planning Unit
> Department of Education,
> Faculty of Education
> Bayero University Kano

STAFF DEVELOPMENT PROGRAMME IMPACT QUESTIONNAIRE (SDPAQ)

Dear Respondent(s)

I am a Postgraduate Student in the above mentioned institution, currently conducting a research work entitled: *'Impact of Staff Development Programmes (SDP) among Private Secondary Schools Teachers in Tarauni Local Government Area of Kano State'*. I am very happy to request your indulgence to participate in this study.

Kindly, read each section and respond to the enclose questionnaire. This questionnaire will hopefully, provide you with an opportunity to share your perception about the information resources and services used by students in the Circulation Section of your college library. I sincerely assure you that, all information you will provide will be treated with the highest level of confidentiality and will be used only for the purpose of this research work.

Thanks for your co-operation

Yours Faithfully

Judith O. Ugbaja
(Researcher)

Instructions: This questionnaire requires you to carefully read each item or statement as accurately as you can before answering. This questionnaire also required you to tick as X in the box as your responses, or write your responses where appropriate.

Section A: Bio Data of the Respondents
1) Gender: (a) Male [ ], or (b) Female [ ]
2) Years of working experience: 0-4 ☐ 5- 9 ☐ 10-14 ☐15-19 ☐above 20 ☐
3) Qualification: M.ED/M.SC☐ B.ED/B.A/B.SC ☐ HND ☐ NCE ☐OND ☐
4) Have you engaged in any form of Staff Development Programme (SDP) in your school before now? (a) Yes [ ] or (b) No [ ]

5) How often do you participate in Staff Development Programmes (SDP) available in your school? (a) Always [ ], (b) Sometimes [ ], (c) Most a times [ ], and (d) Very rare [ ]

Section B: Staff Development Programmes (SDP) available for the Private Secondary Schools teachers in Tarauni Local Government Area of Kano State

Please use AV as Available or NA as Not Available to provide your answers in the statements provided in table below.

S/N	Staff Development Programmes (SDP)	Available (AV)	Not Available (NV)
1	Seminar, Workshops and Conferences		
2	Mentoring		
3	In-Service Training		
4	Meetings Training		
5	Continuing Education		
6	Induction Training		
7	Head teacher-Teacher assistance		
8	Teacher-Teacher assistance		
9	Interschool visitation		
Others, please specify here			

Section C: Impact of Staff Development Programmes (SDP) on Knowledge of Subject Matter (KSM) of Private Secondary Schools teachers under Study

Please indicate how you agree with the statement by using 4-Modified Likert Scale as SA = Strongly Agreed, A = Agreed, D = Disagreed, & SD= Strongly Disagreed to provide your answers.

S/N	Impact of SDPs can:	SA	A	D	SD
1	improve the ability of a teacher to present the lessons in sequential and logical manner				
2	ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings				
3	help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson				
4	make teachers break the unit into lessons				
5	make me teach the subject matter well				
6	make me teach for understanding, rather than reproduction of facts				
7	Teachers who are sponsored to attend workshops, seminars and conferences have better knowledge of the subject matter than those not sponsored to such programmes				
Others, please specify here					

Section D: Impact of Staff Development Programmes (SDP) on Effective Classroom Management (ECM) of Private Secondary Schools teachers under Study

Please indicate how you agree with the statement by using 4-Modified Likert Scale as SA = Strongly Agreed, A = Agreed, D = Disagreed, & SD= Strongly Disagreed to provide your answers.

S/N	SDPs was effective interms of:	SA	A	D	SD
1	Proper management of class time				
2	Proper management of classroom Space				
3	Management of materials and Equipment				
4	Proper record keeping				
5	Establishing classroom routines and Procedures				
6	Developing proper student behavior in the classroom				
7	Effective use of rewards for increasing desirable behavior				
8	The use of challenging, positive Remarks				
9	Careful employment and use of anecdotes and stories				
10	Effective use of punishment for decreasing undesirable behavior				
11	Providing a climate for students to Learn				
Others, please specify here					

Section E: Impact of Staff Development Programmes (SDP) on Teaching Method Effectiveness (TME) of Private Secondary Schools teachers under Study

Please indicate how you agree with the statement by using 4-Modified Likert Scale as SA = Strongly Agreed, A = Agreed, D = Disagreed, & SD= Strongly Disagreed to provide your answers.

S/N	SDPs was effective in terms of:	SA	A	D	SD
1	Selecting appropriate teaching method relevant to the course content				
2	Planning effective lessons				
3	Preparing and use Audio/Visual aids for teaching				
4	Promoting discussion about subject matter				
5	Promoting team work and sharing of ideas				
6	Accessing online materials by teachers at anytime for improvement in their teaching methods				
7	Develop wide range skills and concepts than are needed to deal with immediate professional problems				
8	Identifying skills needed for effective teaching methods				
Others, please specify here					

Section F: Impact of Staff Development Programmes (SDP) on teacher's ability to evaluate students' work in Private Secondary Schools under Study

Please indicate how you agree with the statement by using 4-Modified Likert Scale as SA = Strongly Agreed, A = Agreed, D = Disagreed, & SD= Strongly Disagreed to provide your answers.

S/N	SDPs was effective in terms of:	SA	A	D	SD
1	Properly using various evaluation techniques/tests				
2	Giving students proper class work/Assignments				
3	Giving students proper home work/Assignments				
4	Showing and indicating the rate of progress to each student				
5	Pointing out their weaknesses and strengths to students				
6	Being fair in testing, marking and grading in examinations				
7	Keeping records of students' progress and activities				
Others, please specify here					

Section G: Factors Limiting the Impact of Staff Development Programmes (SDP) among Teachers of Private Secondary Schools under Study

Please indicate how you agree with the statement by using 4-Modified Likert Scale as SA = Strongly Agreed, A = Agreed, D = Disagreed, & SD= Strongly Disagreed to provide your answers.

S/N	Factors	SA	A	D	SD
1	Lack of information on inset courses and programs				
2	Lack of financial support from your school				
3	Lack of time due to personal commitment				
4	Poor organization of the training programs				
5	Lack of qualified trainer person/ facilitators				
6	Inadequacy of inset programs in meeting your expectations				
7	Training being too theoretical, didactic or remote from the realities				
8	Time lag between training and implementation				
9	poor organization and inappropriate contents selection				
10	wrong timing of the period of the year that is devoted for the exercise to take place				
11	attitude of the school authority in not wanting to finance or send many staff on SDPs particularly the teachers				
12	Lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill				
Others, please specify here					

THANK YOU FOR YOUR TIME AND CONTRIBUTIONS

Frequencies

Statistics

		Gender	Years of working experience	Qualification
N	Valid	210	210	210
	Missing	0	0	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	156	74.3	74.3	74.3
	Female	54	25.7	25.7	100.0
	Total	210	100.0	100.0	

Years of working experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-4	75	35.7	35.7	35.7
	5- 9	57	27.1	27.1	62.9
	10-14	78	37.1	37.1	100.0
	Total	210	100.0	100.0	

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M.ED/M.SC	13	6.2	6.2	6.2
	B.ED/B.A/B.SC	89	42.4	42.4	48.6
	HND	77	36.7	36.7	85.2
	NCE	31	14.8	14.8	100.0
	Total	210	100.0	100.0	

Have you engaged in any form of Staff Development Programme (SDP)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	168	80.0	80.0	80.0
	No	42	20.0	20.0	100.0
	Total	210	100.0	100.0	

How often do you participate in Staff Development Programmes (SDP) available in your school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	2.9	3.6	3.6
	Sometimes	60	28.6	35.7	39.3
	Most a times	9	4.3	5.4	44.6
	Very rare	93	44.3	55.4	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Section B Results

Seminar, Workshops and Conferences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	53	25.2	31.5	31.5
	Available	115	54.8	68.5	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Mentoring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	80	38.1	47.6	47.6
	Available	88	41.9	52.4	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

In-Service Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	101	48.1	60.1	60.1
	Available	67	31.9	39.9	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Meetings Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	49	23.3	29.2	29.2
	Available	119	56.7	70.8	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Continuing Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	154	73.3	91.7	91.7
	Available	14	6.7	8.3	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Induction Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	110	52.4	65.5	65.5
	Available	58	27.6	34.5	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Head teacher-Teacher assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	51	24.3	30.4	30.4
	Available	117	55.7	69.6	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Teacher-Teacher assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	56	26.7	33.3	33.3
	Available	112	53.3	66.7	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Interschool visitation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Available	42	20.0	25.0	25.0
	Available	126	60.0	75.0	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Section C Results
improve the ability of a teacher to present the lessons in sequential and logical manner

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	9	5.4	5.4
	Disagreed	16	9.5	14.9
	Agreed	53	31.5	46.4
	Strongly Agreed	90	53.6	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

ensure that teacher is conversant with assessing the relevance, significance and validity of the programme objectives and course offerings

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	27	16.1	16.1
	Agreed	63	37.5	53.6
	Strongly Agreed	78	46.4	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

help in guiding and influencing teacher's approach and orientation to the subject, thus assisting in designing the lesson

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	34	20.2	20.2
	Disagreed	22	13.1	33.3
	Agreed	41	24.4	57.7
	Strongly Agreed	71	42.3	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

make teachers break the unit into lessons

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	21	12.5	12.5
	Disagreed	26	15.5	28.0
	Agreed	36	21.4	49.4
	Strongly Agreed	85	50.6	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

make me teach the subject matter well

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	40	23.8	23.8
	Agreed	55	32.7	56.5
	Strongly Agreed	73	43.5	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

make me teach for understanding, rather than reproduction of facts

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	24	14.3	14.3
	Agreed	23	13.7	28.0
	Strongly Agreed	121	72.0	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Teachers who are sponsored to attend workshops, seminars and conferences have better knowledge of the subject matter than those not sponsored to such programmes

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	35	20.8	20.8
	Agreed	61	36.3	57.1
	Strongly Agreed	72	42.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Section D Results

Proper management of class time

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	17	10.1	10.1
	Agreed	77	45.8	56.0
	Strongly Agreed	74	44.0	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Proper management of classroom Space

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	47	28.0	28.0
	Disagreed	16	9.5	37.5
	Agreed	44	26.2	63.7
	Strongly Agreed	61	36.3	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Management of materials and Equipment

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	21	12.5	12.5
	Disagreed	19	11.3	23.8
	Agreed	29	17.3	41.1
	Strongly Agreed	99	58.9	100.0
	Total	168	100.0	
Missing	System	42	20.0	
Total		210	100.0	

Proper record keeping

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	26	15.5	15.5
	Disagreed	19	11.3	26.8
	Agreed	28	16.7	43.5
	Strongly Agreed	95	56.5	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Establishing classroom routines and Procedures

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	18	10.7	10.7
	Agreed	71	42.3	53.0
	Strongly Agreed	79	47.0	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Developing proper student behavior in the classroom

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	10	6.0	6.0
	Agreed	66	39.3	45.2
	Strongly Agreed	92	54.8	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Effectively use rewards for increasing desirable behavior

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	16	9.5	9.5
	Disagreed	16	9.5	19.0
	Agreed	23	13.7	32.7
	Strongly Agreed	113	67.3	100.0
	Total	168	100.0	
Missing	System	42		
Total		210	100.0	

The use of challenging, positive Remarks

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	11	6.5	6.5
	Disagreed	29	17.3	23.8
	Agreed	66	39.3	63.1
	Strongly Agreed	62	36.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Careful employment and use of anecdotes and stories

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	14	8.3	8.3
	Agreed	40	23.8	32.1
	Strongly Agreed	114	67.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Effectively use punishment for decreasing undesirable behavior

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	16	9.5	9.5
	Agreed	51	30.4	39.9
	Strongly Agreed	101	60.1	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Providing a climate for students to Learn

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	34	20.2	20.2
	Disagreed	26	15.5	35.7
	Agreed	73	43.5	79.2
	Strongly Agreed	35	20.8	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Section E Results

Selecting appropriate teaching method relevant to the course content

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	8	4.8	4.8
	Disagreed	20	11.9	16.7
	Agreed	67	39.9	56.5
	Strongly Agreed	73	43.5	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Planning effective lessons

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	25	14.9	14.9
	Disagreed	27	16.1	31.0
	Agreed	40	23.8	54.8
	Strongly Agreed	76	45.2	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Preparing and use Audio/Visual aids for teaching

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	10	6.0	6.0
	Disagreed	26	15.5	21.4
	Agreed	65	38.7	60.1
	Strongly Agreed	67	39.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Promoting discussion about subject matter

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	17	10.1	10.1
	Disagreed	12	7.1	17.3
	Agreed	55	32.7	50.0
	Strongly Agreed	84	50.0	100.0
	Total	168	100.0	
Missing	System	42	20.0	
Total		210	100.0	

Promoting team work and sharing of ideas

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	30	17.9	17.9
	Disagreed	25	14.9	32.7
	Agreed	37	22.0	54.8
	Strongly Agreed	76	45.2	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Accessing online materials by teachers at anytime for improvement in their teaching methods

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	20	11.9	11.9
	Agreed	52	31.0	42.9
	Strongly Agreed	96	57.1	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Develop wide range skills and concepts than are needed to deal with immediate professional problems

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	14	8.3	8.3
	Disagreed	12	7.1	15.5
	Agreed	55	32.7	48.2
	Strongly Agreed	87	51.8	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Identifying skills needed for effective teaching methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	24	11.4	14.3	14.3
	Disagreed	21	10.0	12.5	26.8
	Agreed	38	18.1	22.6	49.4
	Strongly Agreed	85	40.5	50.6	100.0
	Total	168	80.0	100.0	
Missing	System	42	20.0		
Total		210	100.0		

Section F Results

Properly using various evaluation techniques/tests

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	20	11.9	11.9
	Agreed	52	31.0	42.9
	Strongly Agreed	96	57.1	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

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Giving students proper class work/Assignments

		Frequency	Valid Percent	Cumulative Percent
	Strongly Disagreed	8	4.8	4.8
	Disagreed	20	11.9	16.7
Valid	Agreed	67	39.9	56.5
	Strongly Agreed	73	43.5	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Giving students proper home work/Assignments

		Frequency	Valid Percent	Cumulative Percent
	Strongly Disagreed	9	5.4	5.4
	Disagreed	16	9.5	14.9
Valid	Agreed	53	31.5	46.4
	Strongly Agreed	90	53.6	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Showing and indicating the rate of progress to each student

		Frequency	Valid Percent	Cumulative Percent
	Disagreed	27	16.1	16.1
	Agreed	63	37.5	53.6
Valid	Strongly Agreed	78	46.4	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Pointing out their weaknesses and strengths to students

		Frequency	Valid Percent	Cumulative Percent
	Strongly Disagreed	24	14.3	14.3
	Agreed	23	13.7	28.0
Valid	Strongly Agreed	121	72.0	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Being fair in testing, marking and grading in examinations

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	18	10.7	10.7
	Agreed	71	42.3	53.0
	Strongly Agreed	79	47.0	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Keeping records of students' progress and activities

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	9	5.4	5.4
	Disagreed	16	9.5	14.9
	Agreed	53	31.5	46.4
	Strongly Agreed	90	53.6	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Section G Results

Lack of information on inset courses and programs

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	62	36.9	36.9
	Disagreed	68	40.5	77.4
	Agreed	18	10.7	88.1
	Strongly Agreed	20	11.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Lack of financial support from your school

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	9	5.4	5.4
	Disagreed	16	9.5	14.9
	Agreed	53	31.5	46.4
	Strongly Agreed	90	53.6	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Lack of time due to personal commitment

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	27	16.1	16.1
	Agreed	63	37.5	53.6
	Strongly Agreed	78	46.4	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Poor organization of the training programs

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	9	5.4	5.4
	Disagreed	16	9.5	14.9
	Agreed	53	31.5	46.4
	Strongly Agreed	90	53.6	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Lack of qualified trainer person/ facilitators

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	8	4.8	4.8
	Disagreed	20	11.9	16.7
	Agreed	67	39.9	56.5
	Strongly Agreed	73	43.5	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Inadequacy of inset programs in meeting your expectations

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	18	10.7	10.7
	Agreed	71	42.3	53.0
	Strongly Agreed	79	47.0	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Training being too theoretical, didactic or remote from the realities

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	43	25.6	25.6
	Disagreed	87	51.8	77.4
	Agreed	18	10.7	88.1
	Strongly Agreed	20	11.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Time lag between training and implementation

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagreed	3	1.8	1.8
	Agreed	73	43.5	45.2
	Strongly Agreed	92	54.8	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

poor organization and inappropriate contents selection

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	23	13.7	13.7
	Disagreed	93	55.4	69.0
	Agreed	27	16.1	85.1
	Strongly Agreed	25	14.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

wrong timing of the period of the year that is devoted for the exercise to take place

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	10	6.0	6.0
	Disagreed	104	61.9	67.9
	Agreed	29	17.3	85.1
	Strongly Agreed	25	14.9	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

attitude of the school authority in not wanting to finance or send many staff on SDPs particularly the teachers

		Frequency	Valid Percent	Cumulative Percent
	Strongly Disagreed	21	12.5	12.5
	Disagreed	14	8.3	20.8
Valid	Agreed	67	39.9	60.7
	Strongly Agreed	66	39.3	100.0
	Total	168	100.0	
Missing	System	42		
Total		210		

Lack of follow up or evaluation after the exercise to see to the mystery of the subject content or acquisition of the required skill

		Frequency	Valid Percent	Cumulative Percent
	Disagreed	10	6.0	6.0
Valid	Agreed	65	38.7	44.6
	Strongly Agreed	93	55.4	100.0
	Total	168	100.0	
Missing	System	42		
Total		210	100.0	

Reliability Testing

Reliability Result for the Instrument (SDPAQ)

Reliability Statistics

Cronbach's Alpha	N of Items
.986	59

Section A

Reliability Statistics

Cronbach's Alpha	N of Items
.679	5

Section B

Reliability Statistics

Cronbach's Alpha	N of Items
.877	9

Section C

Reliability Statistics

Cronbach's Alpha	N of Items
.976	7

Section D

Reliability Statistics

Cronbach's Alpha	N of Items
.980	11

Section E

Reliability Statistics

Cronbach's Alpha	N of Items
.938	8

Section F

Reliability Statistics

Cronbach's Alpha	N of Items
.966	7

Section G

Reliability Statistics

Cronbach's Alpha	N of Items
.970	12