

**INFLUENCE OF TRAINING PROGRAMMES ON THE JOB PERFORMANCE OF  
SECONDARY SCHOOL TEACHERS IN NIGER STATE, NIGERIA**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
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ZARIA- NIGERIA**

**MAY, 2021**

## **DECLARATION**

I Nafiu IBRAHIM declare that this dissertation work title “Influence of Training Programmes on the Job Performance of Secondary Teachers in Niger State, Nigeria” was conducted by me in the Department of Educational Foundations And Curriculum, Ahmadu Bello University, Zaria- Nigeria all the sourced information from the literature has been acknowledged in the text and the list of references provided. To the best of my knowledge, no aspect of this research was presented previously for another degree or diploma at this or any other institution

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Date

## **CERTIFICATION**

This Dissertation titled “Influence of Training Programmes on the Job Performance of Senior Secondary School Teachers in Niger State Nigeria” by Nafiu IBRAHIM meets the regulation governing the award of the Degree of Masters in the department of Educational Foundations and Curriculum; Ahmadu Bello University, Zaria- Nigeria and is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This research is dedicated to my parents; Malam Ibrahim Abdullateef and Mrs. KudiratIbrahim for their unflinching support. And to my dependable wife; Maryam Waziri, as well as all those whose encouragements and supports made this research a success

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## **LIST OF ABBREVIATION**

ANOVA	Analyses of Variance
ED	Education Department
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
MOB	Ministry Of Education
NTI	National Teachers Institute
PRSD	Planning Research and Statistic Department
SPSS	Statistical Package for Social Science

## OPERATIONAL DEFINITION OF TERMS

<b>Assessment:</b>	The process of considering all the information about a situation or a person and making a judgment
<b>Instruction Materials:</b>	Concrete or physical objects which provide sound, visual or both to the sense organs during teaching.
<b>Job performance:</b>	Ability to combine skillfully the right behaviour towards that achievement of organizational goals and objectives
<b>Knowledge:</b>	Originated from the intelligence of individuals and is visible in task system, procedures, norms and customs which are difficult to imitate.
<b>Management:</b>	Is a comprehensive effort to direct, guide and integrates human striving which is focused towards some specific ends or aims.
<b>Methods of Teaching:</b>	Are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of the activities.
<b>Record keeping:</b>	Records keeping is the accumulation and organization of information which are regarded as very important to a given organization
<b>Training:</b>	Training as the formal and systematic modification of behavior through learning, which occurs as a result of education.

## **ABSTRACT**

This study examines the Influence of Training Programmes on the Job Performance of Senior Secondary School Teacher in Niger State, Nigeria. To guide the study, five (5) objectives were formulated which includes; assess the influence of workshop programmes on teachers job performance in Niger state, and determine the influence of seminar programmes on teachers job performance. In line with the stated objectives, five (5) research questions, five (5) null hypotheses and five (5) basic assumptions were raised for the study. Relevant and related literatures were reviewed. Descriptive research design was used for the study on the total population of 9222 made up of 387 principal, 8613 teachers and 222 supervisors. The Research Advisors (2006) and multi-stage sampling technique was adopted to achieve the sample size for the study with the total number of 363 made up of 45 principal, 293 teachers and 25 supervisors. A self-developed questionnaire which comprised of fifty six (50) structured item statements were modified on a five (5) point Likert scale which was used to collect data from the respondents, the instrument was validated by the researcher's supervisors. Pilot study was conducted in schools to ascertain the reliability and a reliability coefficient of 0.82 was obtained. Bio-data collected for the study were analyzed through the use of inferential statistics of frequency and sample percentage, weighted mean otherwise known as decision mean was used to answer the five (5) research questions while descriptive statistics of one way Analysis of Variance (ANOVA) statistical tool was used to test the five (5) hypotheses postulated for this study at 0.5 level of significance. The finding of the study revealed that training programmes play vital roles in enhancing the performance of teachers in Niger state secondary schools. It was concluded therefore that, teachers who participated in various medium of training on the job tend to be more abreast with current and innovative skills in teaching. Hence the study recommended that, as much as possible, teachers should be availed the opportunity to attend at least a training programme on different areas of teachers performance indices such as; training in classroom management, record keeping, content knowledge, methodology of teaching etc. annually. This will help keep them abreast of current techniques and innovations in teaching.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

To assert that teaching is the oldest profession in the modern Nigeria should attract little or no controversy both in non-formal and formal setting. Against the modernist theorists depicting westernization of Africans as the mark of real development, an average African trained her wards ever before the advent of colonialism. From a personal point of view, colonialism process only tinkered with the normal course of African educational process.

More so, the rise of modern teaching profession in Nigeria coincides with the coming of Christian missionaries who held tenaciously to the belief that proper Christianization of African hinges on impartation of western education. The colonialist intervention in Education was regulatory in nature through the issuance of ordinance, and progressively establishment of government schools. Consequently the sprang of schools, both by the missionaries and the colonial government necessitated the establishment of training schools where prospective teachers were taught in the science of teaching and learning (Osuji, 2009)

In retrospect, the majority of teachers employed by the missionaries and colonial government were considered untrained. The issue was a prominent focus of Ashby Commission report on Investment in Higher Education in 1959. Lord Ashby – an educator per excellence and one time Vice Chancellor of Cambridge observed that; “the quality of teachers at the primary and secondary level is poor and great majority of teachers have neither enough general education to qualify them to teach, nor adequate professional training”. The situation was very critical during the missionary era. Pupils in higher classes were used to train pupils in lower classes in the same school. The senior ones were taught in the morning while the senior turned to junior ones from noon till closing



hours (Ajibola 2008). With more commitment from the government, and pursuant to implementation of Ashby report, the country witnessed a substantial improvement in training and focus on professionalism

Teacher as one of the most important inputs in the education system shapes the direction and influences to a great extent other educational inputs to achieve goals and objectives as indicated in the National Education Policy (1998-2010, p. 47), that “the teacher is considered the most crucial factor in implementing all instructional reforms at the grassroots level”. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have impact on the teaching-learning process.

Since the quality of educational outcomes depends to a great extent on the quality of teachers, the extent of their performance depends on the quality and quantity of the training they received. In recognition of this enormous role that the teacher plays, Ukeje (2007) observed that the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the hub of the education process.

Furthermore, teacher performance seems to be a nagging issue in education. Several researchers pointed to the low quality of teachers (Adeyemi, 2011). This could be attributed to many factors and could also have adverse effects on students' performance which is one of the outcomes of teacher performance. Performance in the words of Vipinosa (2015) is the result of the efforts exerted and the resources utilized. It can be measured as a ratio of output to input. In the context of school system, Ajayi and Afolabi (2012) observed that performance is measured in terms of both efficiency and effectiveness of teachers' job practices,

However, many factors are responsible for shaping the quality of teachers, training programme being an integral part of the education system, has greatly expanded and will expand further for

catering to the fast emerging needs of the country educational system. According to Lawal (2004) teacher training is an important aspect of education process that deals with the art of acquiring new skills in the teaching profession.

Training according to Ezeani and Oladele (2013) involves the development of specific skills and attitudes needed to perform a particular job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. They contended further that, it is a form of assistance or coaching, given to an employee to help him have current knowledge of the job content, scope and maintain optimum performance within the organization. This is essential especially with the frequent policy changes in education and also in the evolving new knowledge and technology based society. Training teachers can help them reduce mistakes and improve innovations in the teaching profession.

Teachers are different with respect to their attitudes and respond to emerging realities in teaching; Hammond (2000) observed that organizers of training programmes are usually faced with five major tasks in preparing new teachers or helping experienced teachers become better. These tasks are; determining the curriculum content of teacher training program, methods to use in conducting the training program, motivating teachers to learn, assessing teachers' learning, and dealing with individual differences among teachers. That is why teacher training programmes often include imparting knowledge about content and skills in instruction, classroom management, assessment, and developing teacher knowledge and skill.

According to Asu (2004, p.15) there are several outcome areas that are potentially affected by teacher training programmes. These include:

1. Teacher knowledge,
2. Teacher records keeping,

3. Teaching methodology and techniques

4. Classroom management, and

5. Student discipline.

Teacher training is broadly categorized into; pre-service and in-service program, according to Beardwell and Holdin (1994), pre-service is the training provided before employment of teachers and is generally a pre requisite for it. It is aimed at the professional growth of teacher and is planned in such a way that it Leads to the development of a positive attitude towards education and towards improving their performance in terms of better teaching.

Since unarguably it appears the training received in teacher institutions has little or no relevance with the practice in schools. There is, therefore, the need to address this mismatch through continuous training programme such as conferences, workshops, seminars and symposium etc. This enables teachers to be abreast with the changes in the field of education orchestrated by modern technology. Kamau (2011). asserts that, the purpose of continuous training according to Musset (2010) is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education and/or provide them with new skills and professional understanding.

Regardless of the training type or method adopted the important thing is for the teacher to be better equipped in instructional performance. Olagboye (1999) indicated that in order to meet the challenging demand of teaching occasioned by innovation and development in teaching practice, teachers must be availed the opportunity to constant training in addition to their background teachers education.

Generally speaking, training improves the effectiveness of teachers. In the words of Ngala and Odebero (2010) training is seen as a vehicle to improve on teachers teaching effectiveness. They

further noted that teachers getting involved in training program, particularly pursuing higher education and training motivate them into taking their teaching roles more seriously.

However, Feiman-Nemser (2007) noted that despite the benefits associated with training of secondary school teachers, it is to a large extent neglected. Even at that, teachers express a strong desire for such professional development. The benefit of training to both the teacher and the educational system cannot be over stated. Oyitso & Olomokor (2012) revealed that training brings greater confidence on workers, enriched employee knowledge and increased performance skills, creates greater efficiency and effectiveness and leads to higher productivity.

From the above discussion, one can infer that continuous training of teachers have become imperative in the face of new development since changes in the field of education has become more frequent than ever before. For teachers to remain relevant and productive in the face of these changes, their training must be pursued with renewed vigour. This is because educational concepts, content, classroom management skills and teaching methodologies keep changing with time. These changes impact on both educational delivery and outcomes.

## **1.2. Statement of the Problem**

The education system is plagued by a myriad of problems – low performance on the part of teachers resulting in poor students' academic performance and decline of quality of education in general to mention but a few. There is a school of thought that believes that, these problems are associated with inability of available training programmes to address teacher performance needs.

Although, government at various levels provides training opportunities for teachers in secondary schools, the extent at which they have been effective in improving teachers' job performance is a major concern. For instance, Niger state government through its education Board and ministry conduct continuous training programmes for both new and old teachers. There is yet indication that

the quality of teachers leave much room to be desired going by student performance in external examination. Lawal (2004) asserts that most of these training programmes are either poorly managed or ineffective at improving the performance of teachers.

It is believed that teachers' performance will be generally enhanced and the quality of educational outcomes improved when training programmes are tailored towards equipping teachers with current techniques in specific performance indicators such as; teaching methodology, classroom management, records keeping, improved usage of instructional materials and teachers' knowledge of subject matter thereby improving the available medium for teachers' continuous training.

However, as it is evident that training programmes give strength or vigor to the efficiency and output of the already employed and new teacher. It is of high value regarding the achievement of the educational objectives in a way that it's familiarizes teachers with the techniques to implement educational plans and programmes.

Nevertheless, the need to examine policies and contexts that support the implementation of effective professional learning opportunities for teachers is also a bone of concern in Nigeria, after many years of neglect. Reports and studies in the past have shown institutional inadequacies in the trajectory of teacher growth and development. However, there is a growing attention towards teacher professional growth and development efforts in the country's education policy frameworks (Agbeko, 2007). Currently, there are a number of changes occurring in the ways that the education system is responding to current needs of teachers' education in the country. These changes are also shaping teacher education to move away from being a single event that happens at the beginning of a teaching practice. With such changes taking place in the teacher development landscape, the country's teacher education programmes are expected to provide teacher trainees with the requisite competencies to support and reinforce quality classroom instructions in their life-long career

development (Agbeko, 2007). With the country's educational reform initiatives consistently stressing the need for continuous teacher learning programmes, this research espouses current training modes and their effectiveness at meeting the needs and providing professional support for teachers

### **1.3 Objectives of the Study**

The objectives of this study are to:

1. Ascertain the influence of seminar programmes on job performance of secondary school teachers in Niger state.
2. Evaluate the influence of study circle programmes on job performance of secondary school teacher in Niger state.
3. Evaluate the influence of symposium programmes on job performance of secondary school teachers in Niger state.
4. Assess the influence of conference programmes on job performance of secondary school teachers in Niger state.
5. Determine the influence of workshop programmes on job performance of secondary school teachers in Niger state.

### **1.4 Research Question**

This research work seeks to ask the following questions:

1. What influence do seminar programmes have on job performance of secondary school teachers in Niger state?
2. How do study circle programmes influence on job performance of secondary school teachers in Niger state?

3. To what extent do symposium programmes influence onjob performance of secondary school teacher in Niger state?
4. What influence do conference programmes have on job performance of secondary school teacher in Niger state?
5. What are the influences of workshop programmes on job performance of secondary school teachers in Niger state?

### **1.5 Research Hypotheses**

The following hypotheses are postulated for the purpose of this study:

1. There is no significant difference in the opinions of teachers, principals and supervisors on the influence of seminar programmes on job performance of secondary school teachers in Niger state.
2. There is no significant difference in the opinions of respondents on the influence of study circle programmes on job performance of secondary school teachers in Niger state.
3. There is no significant difference in opinions of respondents on the influence of symposium programmes on job performance of secondary school teachers in Niger state.
4. There is no significant difference in the opinions of respondents on the influence of conference programmes on job performance of secondary school teachers in Niger state.
5. There is no significant difference in the opinions of respondents on the influence of workshop programmes on job performance of secondary school teachers in Niger state.

### **1.6 Basic Assumptions**

The following are basic assumptions about the research study;

1. Effective seminar programmes for secondary school teachers in Niger state will impact positively on their job performance..

2. Whenever there is effective study circle programmes job performance of secondary school teachers in Niger state will be improved.
3. Effective symposium programme will impact positively on job performance of secondary school teachers in Niger state.
4. Effective conference programme will enhance job performance of secondary school teachers in Niger state
5. Whenever effective workshop programmes are organized for secondary school teachers in Niger state their job performance will be improved.

### **1.7 Significance of the Study**

It is undeniable that people get educated from the experience and literature of others, this work will serve many people in a number of ways, it will particularly guide teachers on how to tailor the knowledge garnered in any training programmes towards addressing their capacity needs.

Also, government agencies concerned with staff development such as national teachers institute (NTI) will find the content of this work very useful in determining an efficient way to plan and administer training to their staff.

More so, this research will be of tremendous help to planners, educational institutions and curriculum developers in identifying areas that require improvement and urgent attention towards the realization of secondary school goals as stated in the national policy in education (2004). Finally, the study is targeted at assisting other researchers and students who aspire to conduct study in the same or related topic.

### **1.8 Scope of the Study**

The study titled “Influence of Training Programmes on the Job Performance of Secondary Schools Teachers” covered only public secondary school in Niger state, Nigeria. More so, the study covered



the entire principals, teachers and supervisors of the ministry of education in Niger state. However, due to limited resources and the challenge of time, the study does not include private secondary schools situated within Niger state, Nigeria

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter consists of conceptual framework, theoretical framework, empirical studies as well as summary.

#### **2.2 Conceptual Framework**

#### **2.3. Theoretical Framework (Schultz, 1971. Theory of Human Capital Development)**

#### **2.4 Influence of Seminar Programme on Teachers' Classroom Management**

#### **2.5 Influence of Study Circle on Teachers' Teaching Methodology**

#### **2.6 Influence of Symposium Programme on Teachers' Knowledge**

#### **2.7. Influence of conference programme on Teachers instructional material**

#### **2.8 Influence of Workshop Programme on Teachers' Record Keeping**

### **2.2 Conceptual Framework**

The conceptual framework of this research consists of concept such as; training, teacher, teacher job performance, seminar, study circle, symposium, conference, workshop, management, method of teaching, knowledge, instructional materials and record keeping.

#### **2.2.1 Training**

Armstrong (2001) defines training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience; this means training involves the process of equipping oneself with the necessary knowledge, skills and attitude to tackle the job responsibilities. Beardwell and Hidden (1994) consider training as a planned process to modify attitude, knowledge skill or behavior through learning experiences to achieve effective performance in an activity or range of activities.

Ezeani and Oladele (2013) opined that training refers to learning experiences designed to enhance the short-term and/or long-term job performance of individual employees. In this respect, training is viewed as part of an on-going developmental process. Training and development is also a means for employers to address the employees needs, by offering training and development opportunities, employers help the employees develop their own competitive advantage and ensure long term employability. Jackson (2008) viewed training as the process of improving the workforce competency in order to create a competitive advantage and contribute to organizational success.

### **2.2.2Teacher**

Teacher is defined in different ways by different educators. These definitions range from being traditional; the teacher is the supplier of knowledge, skills and experiences, to being modern; the teacher is the facilitator of student learning. Brown (1992) asserts that traditionally, the role of the teacher is seen as a purveyor of information; the teacher has been the source of all knowledge. This suggests the picture of students sitting in rows in front of the teacher who is talking and transmitting information to them, while they listen passively.

According to Jacobsen et al (1993), teacher can be described as someone who is involve in giving instructions to or sharing knowledge with another person. He is a means for providing students with the knowledge and skills they need to function successfully in the world. In a very practical sense, Teacher diagnoses what the specific learning needs (or deficiencies) are, and then prescribe the particular strategies and activities to meet them.

A more modern definition of teacher is provided in terms of its purposes. For instance, it may be regarded as been involved in the process that facilitates learning. Here, the teacher has an important role to play because he/she acts like a catalyst, actively stimulating learning (Farrant,

2004). More specifically, the purpose of teaching, according to McKernan (1996), is to help students to learn to inquire and to think rationally for themselves critically and reflectively.

These definitions of teaching reveal the involvement of two inseparable bodies: the teacher and students. In each definition, one may realize that teaching is an attempt/activity to help students acquire/gain or change some skills, attitudes, knowledge, beliefs, convictions, or appreciation.

### **2.2.3 Teachers' Job Performance**

Teachers are the backbone of any educational activity. The success and failure of educational activities highly depends on their performance. Their performance is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education.

According to Okunola (1990) performance may be described as “an act of accomplishing or executing a given task”. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives (Olaniyan, 1999). Obilade (1999) states that teachers job performance can be described as “the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Okeniyi (1995) says that it could be described as “the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes”. Peretemode (1996) adds that job performance is determined by the worker's level of participation in the day to day running of organization.

### **2.2.4 Seminar**

Seminar is a form of academic instruction, either at a university or offered by a commercial or professional organization (Anderso, 2004). It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate. The Instructor has prepared the concepts and techniques they will

present and discuss through a combination of visual materials, interactive tools or equipment and demonstrations. It includes some take home material for the participants that relates to the lecture (Depover, 2013)

A seminar is, by and large, a type of scholastic guideline, either at a scholarly establishment or offered by a business or expert association on some specific recent topic mostly. It has the capacity of uniting little gatherings or repeating a gathering, concentrating every time on some specific subjects, in whom everybody presents, is asked to effectively take an interest. Awe (2000) observed that it is generally casual, at any rate contrasted with the address arrangement of scholastic guideline.

### **2.2.5 Study Circle**

A study circle is a small group of persons who, during a certain period, have limited number of meetings to carry out planned studies under the leadership of an accepted leader. In a study circle, work is built around: The participants' wishes to learn more about a subject that will help them improve their own personal and professional practices (Agunwa, 2006). Study circle is hanged on Democratic values, where all participants are equal and have mutual respect for each other thereby guaranteeing effective communication among participants. By implication study circle members sit in a circle, facing each other, allowing discussions where individuals" shares experience and analysis in a given topic.

Aim of the study circle is tailored the collective aim of participants which is to gain knowledge by exchanging ideas and experiences, researching, reading and raising awareness on the given topic. This is done with the ultimate hope of getting a broader and deeper understanding and greater self-confidence (Depover, 2013). This implies that, the purpose of using the study circle method is to

increase knowledge and to make people more aware and active in an environment that is constantly changing.

Each study circle is naturally formed for a certain purpose, but the participants often join with different expectations and goals. But in common search for knowledge is the important thing. People help each other to study and build from their own experiences. The members of the study circle decide how their studies are to be arranged and directed, in relation to their own needs and aspirations. It is important, however, that this learning leads to action, or to improvements in participants' lives.

### **2.2.6 Symposium**

Symposium is a formal gathering in an academic setting where participants are experts in their fields. These experts present or deliver their opinions or viewpoints on a chosen topic of discussion. It would be correct to label a symposium as a small scale conference as the number of delegates is smaller (Anderso, 2004). There are the usual discussions on the chosen topic after the experts have presented their speeches. The chief characteristic of a symposium is that it covers a single topic or subject and all the lectures given by experts are completed in a single day. Symposium is typically a more formal or academic gathering, featuring multiple experts delivering short presentations on a particular topic (Ayot2006)

Also, symposium is defined by Cass(2007) as meeting of a number of experts in a particular field at which papers are presented by specialists on particular subjects and discussed with a view to making recommendations concerning the problems under discussion. The term symposium has come to refer to any event where multiple speeches are made. This suggests that more than one person is speaking.

### **2.2.7 Conference**

Conference according to Depover(2004) is a prearranged meeting for consultation or exchange of information or discussion (especially one with a formal agenda). A conference is pretty general and in fact could mean something with thousands of participants or something with just a few participants. Conferences often features keynote presentations delivered to all attendees, as well as multiple break-out sessions. Attendees often expect to receive information about the programme developments.

A Conference refers to a formal meeting where participants exchange their views on various topics. Conference can take place in different fields, and it needs not be academic in nature all the time. Thus, we have parent teacher conferences, sport conferences, a trade conference, a conference of journalists, conference of doctors, a conference of research scholars, and so on (Agunwa, 2006). A conference is a meeting that has been prearranged and involves consultation and discussion on a number of topics by the delegates. Conference and symposium are similar events where speakers come together and give their opinions on a chosen subject. Symposium can be described as a smaller conference that gets over in a single day with a lesser number of delegates.

### **2.2.8 Workshop**

Workshop is a series of educational and work sessions. Small groups of people meet together over a short period of time to concentrate on a defined area of concern. Purposes for workshops may vary. Examples: Informing, Problem-solving, Training(Cass, 2007). In education, a workshop is a brief intensive course or meetings emphasizing interaction and exchange of information among a usually small number of participants.

In a workshop, all the elements of Seminar are present, but with the largest portion being emphasized on “hand-on-practice” or laboratory work (Anderson, 2004) The Lab work is designed to reinforce, imprint and bring forward an immediate functioning dimension to the participant’s eye and hands by implementing and practicing the actual concept or technique that was taught through the lecture and demonstration process.

A workshop has the sense of being a relatively small event with all parties involved in the discussion (although this is not always the case). Depover (2013) Workshops tend to be smaller and more intense than seminars. This format often involves participant practicing their new skills during the event under the watchful eye of the instructor.

### **2.3 Theoretical framework**

The following theory is seemed to be related to this research study:

#### **Schutz (1961) the Theory of Human Capital Development**

The theoretical framework in this study is based on the human capital theory originally proposed by Schutz in 1961 as quoted by Ndongo (2007). Using the human capital theory, Schutz introduced returns on investment which highlights the cost benefit analysis of training and education. According to the theory, education or training raises the productivity of workers by imparting useful knowledge and skills. It postulates that expenditure on training and education is costly and should be considered as an investment, the focus on training as a capital good emphasizes that the development of skills is an important factor in production activities. It is widely accepted that training creates improved citizens and help to upgrade their general standard of living.

The pressure for improve workforce in developing countries like Nigeria has undoubtedly been helped by public perception of financial and professional benefit from investment in



training. According to Babalola(2003), the rationality behind investment in human capital is based on 3 arguments, they are:

1. The new generation (teachers) must be given the appropriate part of the knowledge which has already been accumulated by previous generation (teachers)
2. The new generation (teachers) should be taught how existing knowledge should be used to introduce new process and methods
3. People (teachers) must be encouraged to develop entirely new ideas, process, method and approaches

The implication of the human capital theory to teacher training as asserted by Babalola is that the contribution of educational training to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways. However, economic evaluation of such investment in training program should take into account certain criteria as indicated by Woodball(1997) they are:

1. Direct economic returns to investment in training, in terms of the balance between the opportunity cost of resources and expected future benefit
2. Indirect economic returns in terms of external benefit affecting other members of the society
3. The geographical and social distribution of training opportunities and
4. The distribution of financial benefit and burden of such training

Accordingly, a proper training strategy would manifest itself in four major development-producing capacities (Bronchi, 2003). The first is the development of a general trend favorable to economic progress through increase in literacy necessary as a tool for effective communication; the reference is to social mobility.

The second capacity emphasizes the development of complementary resources for factors which are relatively plenty and substitute for relatively scarce factors, that is, trained people would be more adaptable to varying production needs. The third capacity underscores the durability of teacher training in educational investment compared to other outlay on non-human capital; this contends that training has greater durability than most forms of non-human reproductive capital. Finally, training is an alternative to consumption, for it transfers to round-about production the resources that would otherwise be consumed now.

#### **2.4 Impact of Seminar Programmes on Teachers' Classroom Management**

Although sound behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Generally many writers, researchers and teachers use the concept of classroom management, interchangeably with discipline, order, control motivation, punishment, or establishing a positive attitude, to overcome classroom management issues.

Many of the studies looking at changes to teacher classroom practices also looked at issues of transfer of changed attitudes with regards to teacher classroom management as an impact of seminar training. The scale of some of these studies is limited – particularly where evaluation included resource-extensive methods such as pre-tests and post-tests to self-assess or observe changed practice.

However, earlier contribution conducted by Romano (2004) using instructor post-test through observation, observed a small-scale 'experimental' group of participant teachers in a seminar programmes, mid-way to the three weeks period the results showed significant difference in the use of innovative management methods between participants and the control group. In conformity, Gibbs (2010), in a much larger-scale review using pre and post-test analysis, looked at changes a

month after concluding a weeklong seminar programmes, and showed that participants demonstrated more student-centered application afterwards than those in a control group.

Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well-being of students for whom the teaching and learning activities are centered. Brown (2001) observed that Classroom management entails planning, supervising, controlling and coordinating the activities of pupils in teaching –learning process. The overall value of effective classroom management and its positive effect in guaranteeing the achievement of outstanding educational outcomes is well captured by Levin and Nolan (2001). They argued that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Postaref(2007) endorsed this conclusion, by agreeing that participants with more credits from participation in seminar programmes were more proactive in managing students'behaviourial problems than those with less.

Furthermore, Scott (2003) provided more specific illustrations of seminar training impacts on teacher Classroom control and management in their Review of a small-scale sample of participants; they showed some positive effects in over two-thirds of participants on each of the three measured indicators of changed in teaching 'behaviour':

1. Interaction with (and 'movement among') students;
2. Encouraging students to ask questions;
3. Making eye contact with students.

Moreso, the overall effects on changing teachers' class control and management were mixed, Trigwell (2001) study showed positive effects (although they included different behaviour measures), but were more cautious about the scale of transfer, he used a pre-test and six-month delayed post-test approach from a seminar programmecentered on teachers practice, the result

showed positive effects for two of 15 tested teaching competencies, with some corroboration elicited from a student assessment also conducted at the same time, the assessment indicated that transfer of skills on management from the seminar also led to an initial drop in initial teaching performance as participants get to grapple with the issues for changed practice gradually.

Furthermore, he observed from this research that differences in subsequent class management methods were found between teachers who completed seminar programme and those who did not.

Wolfgang (1995) observed that effective seminar training of teachers on classroom management enables them to be task-oriented, predict environment where they dictate what is expected of them and how to succeed by benefiting from the shared experience on planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress and anticipating potential problems. Guskey (2000) inferred that participating in seminar enable less experienced teachers to develop management attitudes and methods more quickly than they would without undertaking the programme in the first place.

#### **2.4.1. Challenges of Seminar Programmes for Secondary School Teachers**

Over the years, seminar programmes as means of teachers capacity building has not received the much needed impetus in different levels of the educational system and so other development programmes. Uchendu (1997) regrets the neglect and mention the following as challenges to the implementation of an effective seminar programmes:

1. Insufficient administrative commitment,
2. Financial, policy and organizational constraint,
3. Conflict between institutional and individual benefits,
4. Inadequate training of trainers,
5. Lack of opportunity to apply new learning on the job and

6. Unrealistic expectations in relation to quality and quantity of staff development efforts.

Umeji (1997) mentions that a serious problem for developing countries with regards to conducting an effective seminar opportunity for teachers is the expense of getting access to the information sources (especially in science and technology), over 90% of which are produced in first world industrialized countries. Human resource department in ministries and units of education have to expend a high percentage of their budgets if they want to acquire or have access to these facilities.

Rebore (1998) identifies the following possible challenges to conducting an effective seminar for teachers:

1. Failure on the part of teachers to understand the intention of the seminar programme.
2. Resistance among teachers who feel that proposed changes are a threat to how they normally do things.
3. Lack of expertise on the part of the staff development functionary, which may pose a problem in the design, delivery and evaluation of the seminar.
4. Refusal to attend seminar or meetings convened by people whose expertise is doubted.
5. Programmes that appear to undermine teachers' creative thinking.
6. Lack of commitment on the part of the school management team..
7. Lack of an opportunity to implement what has been learnt in the programme.
8. Unavailability of appropriate resources.
9. Unhealthy relationship between the staff development practitioner and teachers.

#### **2.4.2 Techniques of Conducting Effective Seminar Presentation**

A comprehensive and realistic seminar programme requires that facilitators are equipped with knowledge and skills for projecting a typical classroom environment and making decisions to

adjust classroom factors so as to provide participants with a sense of meaningful involvement in the teaching process (Jones, 2012). The implication of the statement is that teachers participating in seminar programmes should be availed the opportunity to be grounded in the use of particular strategies that ensure their progress and involvement in the teaching-learning process. Particularly, the seminar training should balance the needs of teachers in relation to managing the behaviours of their adolescent learners, so as take personal responsibilities that lead to self-discipline and improved well-being in their classroom(Weinsten, 1996).

Partnerships provide opportunities for teachers to engage in activities related to their teaching practice while interacting with other teachers (Swanson,Gehrke& McCoy, 2012). Collaboration encourages teachers to implement the outcomes of training using adult learning strategies. Even if the learning is well-designed, teachers will not invest themselves in the learning if they find the content to be generic and lacking meaning within their context (Steyn, 2005). Developers must define the goals of the seminar training, the learning styles of the participants, and the experiences and backgrounds teachers bring to the table. Just like students, teachers are individuals with specific learning needs (Steyn, 2005). In adult learning settings, the seminar must acknowledge the diverse learning that will occur in specific contexts depending on the personal beliefs, opinions, subjects taught, and values participants bring with them (Steyn, 2005).

Adult learning strategies should be utilized to actively involve teachers in the professional development (Hirsch et al., 2005; Steyn, 2005). Active learning and problem-based learning support the daily challenges teachers face in their work (Hirsch et al., 2005). Adult learning

However, Ralph and Gust hart (1994) highlight four presentation strategies for a seminar programme as follows:

**1. Planning Lessons:** Jacobsen et.al (1993) emphatically states that careful and systematic planning is the most significant aspect in seminar presentation in that it causes an orderly encounter to take place. Facilitators plan for their teaching over short and long term basis to, maximize the participant's instructional opportunities and reduce the opportunity for negative outcome (Ralph and Gust hart, 1994).

It is important for the facilitator to enter the classroom well prepared for lessons that involve participant in activities that have specific clear-cut goals, (Moore, 1992). In other words, if you are a facilitator of a seminar ensures that your interaction is coupled by learning activities that are clear, meaningful and relevant and of interest to the participant.

**2. Presenting Clear Activities:** The success of every encounter in a seminar depends on how well it is presented. An exciting and challenging presentation yields successful learning outcomes since the lesson will always be characterized by stimulating areas that arouses the interest of the participants, clear and precise objectives, logical and systematic development of the presentation and evaluation processes that would indicate the progression of the programme (Ralph and Gust hart, 1994).

In support, Smith and Laslett (1993) state that; “a presentation which makes a brisk start will avoid the difficulties which can arise if participants are not promptly engaged in useful activity”. It is imperative that every facilitator engages teachers in learning activities that they will find intellectually exciting and challenging. It is therefore important that the arousal of interest in the presentation is encouraged in seminars because a stimulating lesson always instills a desire to learn and participate.

**3. Ensuring participant Success and Challenge:** Every content that is presented to learners must pose a challenge to their intellect. It must beat the heart of their cognitive abilities. In this way

success and achievement become inevitable for learners because, the balance between experiencing success for achievement and encountering challenge for cognitive stimulation is enhanced. Positive attributes of successful learning are reinforced so as to encourage and increase the desire of learning in learners (Ralph and Gust hart,1994). This helps to reduce negative attitudes that participants might develop towards the programme. It is important for facilitators to keep in mind that the success of seminar depends upon their preparedness to present content that will challenge their participant cognitive structures and performance needs. The greater the challenge the learners face the more determined their efforts to master the content, eventually, the better their performance at the end of the programme.

#### **4. Using Body Language to maintain order Stop**

Body language as non-verbal communication is one strategy that the facilitator can use to eliminate unacceptable behavior as quickly and undistruptive as possible. They may use strategic techniques as means of maintaining his or her authority. Techniques that can be used to reduce disruptive behavior and keeps the presentation flowing, they are: eye contact, physical proximity, bearing and gestures. Body language, sitting arrangement therefore redirects learners who are diverted, careless and misbehaving (Good and Brophy, 1991)

#### **2.4.3 Significance of Seminar Programmes on Teachers' Classroom Management**

Classroom management includes these activities which impact on the academic achievement: management of curriculum planning, management of students behaviors and procedures. It is obvious that class room management is important in any learning process student academic achievement. Different scholars state much idea about the importance of training on classroom management. Kyriacou (1993) argued that though research on developing classroom expertise has



expanded, research conducted with teachers on classroom management reveals that student teachers still consider classroom management as a major concern.

Furthermore, recent research concentrated on knowledge, understanding and skills regarding effective classroom teaching. Therefore, there is a need for continuous training on how to improve the quality of teaching, and an indication why classroom management has assumed wonderful importance in recent years (Arends, 1994). It is important to consider the importance of maintaining order in effective classroom management. This has become necessary because establishing and maintaining order is central to what educators do. According to Doyle (2011) the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning. The implication of this, according to him is that “classroom management results in the coupling of order and learning.” He therefore, saw classroom management as the progression of strategies that teachers utilize to promote order and student engagement and learning.

The consequence of this position is the prompt enhancement of the right learning outcomes. According to Oyira (2006), successful classroom management enhances students questioning and exploration only if the learning environment is conducive. Classroom management techniques as used in this study, refers to tactics adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for learning. In any classroom regardless of grade-level, the potential for conflict is inevitable. It is the job of the teacher to address and attempt to prevent such conflicts.

Therefore, a teacher cannot be effective without the ability to deal with potential conflicts. In the absence of classroom management skills, the effectiveness of quality instruction is compromised as well. Effective learning depends completely on a well-managed classroom. If not well managed,

a classroom may be disordered and disruptive, and carelessness and poor learning may result. Therefore, to ease the teachers' anxieties and frustration, the acquisition of management skills and knowledge is important

#### **2.4.4 Roles of Seminar in Influencing Effective Teachers Classroom Management**

Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. Effective classroom management does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher. Some pro-active principles in maintaining order in classroom management According to Doyle (2011) include the following: develop coherent list of expected behaviours (usually only four or five rules); equip students with the skills needed to execute appropriate behavior; continually assess the success of an implementation and create and sustain a positive environment in which this can take place.

To ameliorate the challenge posed by ineffective classroom management, there is the need for “teacher professional management”. Supporting this position, Brophy (2006) argues that, “Although surveys indicate that experienced teachers have fewer concerns regarding classroom management, such surveys may be less an indication that teachers learn over time how to manage classrooms effectively and more a result of the fact that many teachers who did not learn classroom management skills simply have left the profession”. Effective teachers have been able to appreciate that behavioural problems are at the lowest ebb in classrooms where the children are actively involved and interested. The teacher also appreciates the children for who they are, where they are from and what they can contribute.

Effective teachers are also aware that they should know the background of their students so as to appreciate non-academic factors which may affect their behaviour, and, consequently class

participation and learning(Heijnen- Maathuis, 2011). It is the opinion of the writers that effective classroom management would likely influence the academic performance of the students, consequently guaranty the right students outcomes desired by the school. Oyira (2006) refers interpersonal relationship as the reciprocal behaviour that occurs between individuals such as exchange of information, exchange of expression and mutual activities. Good classroom environment must be well ventilated, fully supplied with chairs and desk, have adequate spatial arrangement, have sizeable chalkboard, good floors, beautiful walls and lightings (Kolawole, 2004).

A good classroom environment facilitates desirable behaviour and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/students and students/students interaction. For teachers to succeed in their palmed objectives they need to first plan how to maintain an effective classroom environment.

Teachers need to develop strategies that will ensure order and progress in their lessons Jones (2012). In other words, teachers need to plan and decide how to deal with behavior that is inappropriate. Kerr and Nelson (2002) stress that one requirement in the teacher's life is to make decisions instantaneously, even during crises situations. These decisions on what to do depends on how strategic the teacher is in the implementation of decisions to make teaching and learning successful. Kerr and Nelson (2002) further say that the correctness of the decisions depends on the repertoire of skills and techniques serve to manage crisis situation effectively. It is important to note that the variety of strategies that the teacher employs constitute a plan towards the achievement of educational objectives.

## **2.5 Impact of Study Circle on Teachers' Methodology of Teaching**

Methods of teaching are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of the activities, In clearer terms, methods of teaching refer to construction of 'how teaching ought to be done Biadgelign (2010) notes that teaching methods may be viewed as a series of discrete steps that the teacher uses or takes so as to achieve the predetermined objectives. It is the rational ordering and balancing, in the light of knowledge and purpose, of the several elements that enter into the teaching learning process.

Evidence of impacts of study circle programmes on teachers' methodology is limited and, where it is available, tends to focus on self-assessed reporting by programme participants. A study by Kane (2002), for example, drew on self-assessed feedback that suggested teachers judged their participation in teacher study circle programmes as having increased their teaching and learning skills. They reported particular positive effects for creating "optimal and comfortable learning environments by adopting methods that enhances student motivation and interaction. This was corroborated by Postareff (2007) study using follow-up interviews with some survey participants, the result showed that teachers reported the development of reflective skills from participating in the study circle.

Although, most of the evidence of study circle programme impacts on teaching methodology often lacks precision, the effects are frequently reported at generalised levels on skills acquisition. A North American based review, by Persellin and Goodrick (2010), focused on the ease of applying relevant methodology of teaching in actual classroom situation, they surveyed The five-day study circle organized aimed at gauging participant Proficiency in teaching methodology through feedback from small micro-teaching groups as well as large group plenary sessions on a variety of topics. By adopting a cross-disciplinary approach, the development programme ensures feedback

is from the perspective of learners, not disciplinary colleagues who already have mastery of the field. The survey results suggest that participation had a lasting impact on teachers skills". In particular, they reported more awareness and thoughtfulness about use of teaching methodology, and reported having tried new strategies and taking more risks in their use of different teaching methods since participation.

In another review, Romano (2004) examined the impact of development programme on the Mid-Career Teaching level of senior secondary school teachers developed in 1998 by the Center for Teaching and Learning Services (CTLTS) at the University of Minnesota. Participants emphasised the value of study circle in facilitating group interaction in a structured programme with a peer group of colleagues to focus on ways to strengthen their teaching methodology.

#### **2.5.1. Component of an Effective Study Circle Programme**

Lueddeke (2003) identified some specific features of effective study circle which Multiple data sources that should be consulted to create learning that is intensive and connected to practice (Darling-Hammond et al., 2009). The learning in a study circle is a collaborative and teacher learning is fundamentally anchored in the content of the teacher's work. In this case, there is an emphasis on developing effective skills and content knowledge, providing opportunities for active learning sustained over time and allowing teachers to put the learning into practice. The follow-up and support given at the end of the programme are essential to the successful implementation of the professional learning in general (Mayer & Lloyd, 2011). The learner should be immersed in inquiry and problem solving exercises, developing awareness while building knowledge.

Mayer and Lloyd (2011) emphasize the importance of applying learning in the context of the teaching, followed by constant reflection to refine practice. Successful study circle programmes

are designed to directly relate to teaching and learning in the classroom. Good professional development enables teachers to become more effective learners (Joyce & Showers, 2003).

Steyn (2005) cites specific attributes of study circle that influence its effective implementation. As enumerated above. Experienced developers recognize the importance of the details in meeting the basic needs of their participants (Guskey, 2002). In such that, the design of the learning should address the learning styles of the participants and take into consideration factors such as the venue, training times, comfort level, and refreshments. Each of these can affect the success of the professional learning (Steyn, 2005).

In a comprehensive study circle design should strive to deepen participants' knowledge, clarify the concepts behind a skill or strategy, demonstrate or model a skill, and provide for practice of that skill with peer review and feedback (Parson, 2010). Well-designed training seeks to add to the educator's knowledge base and professional practice. The commitment to ongoing learning on the part of the teacher is critical for continued learning to occur (Hagger, 2010).

### **2.5.2 Considerations of Teaching Methods in study circle programmes**

Teachers who are able to identify what their respective students are expected to acquire/master, confidently can select what type of method to employ. That method or the combination of the different methods, for that particular task or topic, can be regarded as the best.

According to Ramsden (2003), the choice of a given teaching method should depend on a variety of elements. They include the age and developmental level of the students, what the students already know and need to know to succeed with the lesson, the subject-matter content, objective of the lesson, the available people, time, space and material resources, the knowledge and skill of the teacher about teaching methods, learning theories and the physical setting, students' background knowledge, environment, and learning goals.

Research evidence regarding the best method of teaching reveals that there is no a single, reliable, multi-purpose method which can possibly be considered as the best. For the betterment of the teaching-learning process and thereby for the attainment of the instructional objectives, therefore, teachers are advised to approach their teaching in a variety of ways; they have to use the combination of different methods of teaching (Biadgelign, 2010).

Similarly, such a process of combination, according to Ellington (1996), should begin with an examination of the characteristics of the target population and the topic area to be covered, followed by an analysis of the existing skills of the students. The next step should be the formulation of a clear set of educational objectives or outcomes preferably couched in behavioral terms so that both teachers and students are clear as to what the latter are expected to achieve.

### **2.5.3 Classifications of Teaching MethodsUsed in Study Circle Programmes**

There are different basis of classifications of methods of teaching. For instance, according to Tewodros and Admasu (2000), methods of teaching are classified as traditional and moderndepending on the nature of the involvement of the students and the teacher, the consideration of educational teaching objectives, and their modernity or time in use.

According to Biadgelign (2010), classifications of methods of teaching can be done based on different criteria; for instance, definitions, roles, number of students in the teaching learning process, or based on resources to be used. Accordingly, types of teaching methods can be seen from two general perspectives:

1. Mass instruction methodsand
2. Active learning methods

## **1. Mass Instruction Methods of Teaching**

Mass instruction, according to Ellington (1996), is, of course, as old as education itself, with the lecture and expository lesson being the dominant instructional techniques in virtually all sectors of formal education and training throughout recorded history. According to McKimm and Cardek (2007), in mass instruction, the role of the teacher is controlling the instructional process, that is, he has a traditional role in teaching students.

Some of the main teaching methods that fall under the general heading of mass-instruction method include lecture and demonstration (Biadgelign, 2010:113).

### **i. Lecture Method**

The lecture method, although considered by modern educators as traditional or outdated, is still one of the most widely used methods of teaching, especially in post secondary institutions.

Brown, et al. (1992) notes that the lecture method is widely used in the twenty-first century. Besides, despite the many criticisms regarding the lecture method, when carefully planned and skillfully delivered, it is pleasurable to students and teachers.

Lecture refers to a verbal or oral presentation of facts, ideas and concepts where the teacher addresses learners without interruption and complete utilization of teaching time. It is an effective way to introduce new information or concepts to a group of learners. The lecture method is primarily used to build upon the learners' existing base of knowledge (Brown, 1988).

The lecture method has two forms: the formal and active (informal) lecture. The formal lecture method is virtually uninterrupted monologue taking occasional questions. It is almost an address to the content. It emphasizes on 'chalk and talk' and can be used for any size of group. The informal or active lecture method is a lecture period including mini-sessions of student activities. It is a gapped lecture. That is dividing the lecture into small sections and gives the students an activity to



complete between each section. This allows the students to absorb and manipulate the material given to them (Cox, 1994).

The lecture has retained its dominant place in the education and training scene is that the method appears to be highly cost-effective, since it enables high student/staff ratios to be achieved (Ellington, 1996). Another point in the favour of lecture method is that it appears to be just as effective as other teaching methods at conveying information when well done. The majority of studies which have compared the lecture method with other methods designed to develop lower-cognitive skills have not been able to detect any difference that is statistically significant, provided that subsequent reinforcement of the material covered in the lecture takes place.

On the other hand lecture method has been criticized according to Cox (1994) for its over dependent on the skills of the individual teacher whereas the ability to organize and explain a topic does not come naturally except to a fortunate few individuals, while fewer still are able to capitalize on their personal charisma in order to 'capture' their audiences.

In addition, the resultant effectiveness of a lecture relies heavily on the ability of the students to learn from it. Here, effective study skills are extremely important, and it may well be necessary to make a conscious effort to inculcate good study techniques before the full educational potential of the lecture method is realized.

#### ii. Demonstration Method (Show and Tell)

According to Walkin (1990), demonstration is a practical display or exhibition of the process and serves to show or point out clearly the fundamental principles or actions involved. Brown (1992) described demonstration as an audio-visual explanation, emphasizing the important points of a product, a process or an idea. It is basically an activity which combines telling, showing, and doing so as to facilitate the understanding level of students.

A demonstration is similar to the lecture in its direct communication of information from the teacher to students. It also involves a visual approach to examine processes, information, and ideas. It allows for students to observe real things and how they work. In many cases, a teacher demonstrates a certain action or activity prior to having the students perform the activity individually (Brandy, 1985). The demonstration method of teaching, like that of the lecture method, has strengths/advantages and weak points/disadvantages. Some of its most important advantages, according to Brown (1992) cited in Badgelign (2010:150) are summarized:

Because the students are made to watch the teacher's demonstration attentively, it trains them to be good observers. Ambiguities or complexities or hypothetical concepts will become clear when they are explained in conjunction with an appropriate showing or demonstration. Hence, demonstration method can stimulate or initiate thinking and promote the formulation of concepts, understandings, and generalizations.

It enables students to acquire knowledge in the firsthand form; it connects theory with practice; it fosters creative thinking; it enables learners to develop a positive self-concept and self confidence; it acquaints learners with subject matter knowledge and life-long skills; it trains students to be good observers; and it promote the formation of concepts, understandings, and generation.

Badeilign(2010) observes that demonstration method is criticized for eliminating active participation by students as they mainly act as observers. Also, when the size of the class is large, particularly those students who sit at the back fail to hear what the teacher is telling them about and at the same time, and they may fail to clearly observe what the teacher is showing particularly when the thing being demonstrated is so small, or may involve complexities. In short, problems of audibility and visibility may arise.

Because the teacher can spend most of his/her time while showing, telling, and doing; he/she may run short of time to examine students' understanding. That is, it is difficult to evaluate thoroughly students' understanding during demonstration. It always asks teachers to provide a 'model' for the students to follow. It provides less opportunity for children to discover things or solve problems on their own.

## **2. Active Learning Methods**

Active learning is an instructional strategy in which students construct meaning, often working in collaboration with other students. In this strategy, knowledge is directly experienced, constructed, acted up on or revised by the learners. So, it is a multi-directional learning experience in which learning occurs in a teacher to student, student to teacher, and student to student manner (Morable,2000).

Prince (2004) defined active learning as any instructional method that engages students in the learning process. It requires students to do meaningful learning activities and think about what they are doing. The core elements of active learning are student activity and engagement in the learning process. Supporting this, Biadgelign (2010) noted that active learning methods give much chance to the student regardless of the size of students involved in the learning session.

According to Biadgelign (2010), active learning method includes inquiry, discovery, and laboratory methods.

### **i. Inquiry Method**

The inquiry method of teaching, according to Biadgelign (2010), can be employed to any subject area, most of the time, at higher institutions and at secondary schools. Inquiry method can be seen, according to Dunkin (1988), as a process for investigating, searching, explaining, or interpreting of

unusual, unknown, or problematic situations or phenomenon. In this method, students inquire into the nature of a problem with a view of finding some answers why the problem exists.

The assumption behind using this method is that students will acquire or gain a firm grasp or understanding of the subject matter by learning that all knowledge is tentative and that, as tentative knowledge is disconfirmed, it will be replaced with new knowledge. This is due to the fact that what was true yesterday could be false today or tomorrow. Biadgelign (2010) states that "students are expected and have to realize that statements about phenomena are based on rigorous investigation". Like other methods of teaching, inquiry is considered desirable, according to Joyce and Weil (1980) cited in Biadgelign (2010:153) because it tends to generate enthusiasm and interest in the students. Since students find things for themselves, they remember them better. Some researchers maintain that the method enhances critical thinking and skills of scientific investigation. Inquiry teaches the ways, steps or procedures that may be employed in research and in inquiry activities. The how of finding answers to problematic situations can be facilitated or enhanced.

Nevertheless, a major setback for the use of inquiry method of teaching based on Biadgelign (2010) opinion is that, it is time consuming and it may not be possible to use it in all situations all of the time, because some of the concepts, issues, ideas, or others may merely be explained, discussed, or lectured in class. Some researchers maintain that it is more suitable for intuitive and creative children.

## ii. Discovery Method

The discovery method, according to Bruner, Wittrock and Cronbach (1984) as cited in Brown (1992) has been defined in different ways, they view that discovery occurs when an individual is involved mainly in using his/her mental processes to mediate (discover) some concept or principle.

Therefore, the primary emphasis in the discovery method is to know/understand the procedure than finding the answer/solution. Remember that knowing the how of the process (the problem) is more important than finding what (merely getting the answer) the problem is all about. Obanya (1996:76) posited that discovery method is favourable because it provides/enhances understanding as opposed to rote learning. More so,

the focus of discovery activities lies on observation, comparison, and explanation by students, it is more conducive for the development of thinking skills. Students are actively engaged in the process of acquiring knowledge instead of being mere recipients of ideas.

Furthermore, Obanya (2000) cautioned that when discovery method is not carefully used it can result in time wasting, because of the divergent student responses. Besides, teachers who use this method often complain that they do not have enough time to get in all the content required by their curriculum guides.

The biggest problem with this method, however, may be the skills that it demands from teachers. Teachers who employ this method must constantly be involved in decision-making and thinking. They must decide when to begin channeling the divergent responses toward their objective, pose the right questions at the right time to begin to narrow the responses, prompt and probe when necessary and do all this while monitoring the students' responses in order to formulate appropriate follow-up questions. Besides, it requires a lot of materials to be effective which again demands skill of teachers to have such materials ahead of class hours.

### iii. Laboratory Method

The laboratory method, according to Biadgelign (2010:166), can be defined as "a teaching procedure dealing with first hand experiences regarding materials or facts, obtained from investigation or

experimentation. It is experimentation, observation or application by individuals or small groups dealing with actual material. Essentially, it is the experimental method enlarged and expanded”.

According to Cardak, (2007:3), laboratory method which provides the activeness of the student, carries great value in terms of education. It is a place where new information is developed by sighting, developing ideas and interpreting the data by students.

Advantages and disadvantages associated with this method according to Brown and his associates (1992:79) are summarized below respectively:

It trains students in research methods. Because students are exposed to the method, they will be able to follow each and every procedure of scientific inquiry and engage in problem solving activity.

Hence, having an improved understanding of the scientific inquiry and problem-solving skills will encourage students to examine ideas, concepts, or others that may seem new to them. Their critical thinking capabilities will be enhanced. Students become interested in the procedures with ‘the how of’ and the reasoning ‘the why of’ students learn better and retain knowledge longer when they are practically involved in the knowledge acquiring process. Because the main principle underlying laboratory work is that students learn effectively through doing practical tasks, certainly, even the most sophisticated and/or new topics may help the students benefit from the concrete experience. The saying that reads “correct practice makes perfect” is achieved.

On the other hand, the laboratory method is more time consuming and requires a generous supply of material and equipment. That is, it requires a large amount of time to acquire a certain new experience/skill compared to those acquired. It requires careful planning and a lot of time for preparation on the part of the teacher.

Teachers whose teaching programme is tight cannot employ this method. Students cannot learn everything through practical experience. Because principles, laws, rules, or theories that govern

practical affairs are made at the theoretical level and being merely engaged in laboratories do not make students acquire such theoretical knowledge.

## **2.6 Impacts of Symposium Programmes on Teachers' Knowledge**

Teacher knowledge is seen as integrated wisdom which teachers accumulate with respect to their teaching practice (prawat, 1992). This knowledge guides the teachers' actions in practice; it encompasses teachers' understanding and beliefs with respect to various aspects such as pedagogy, students, subject matter, and the curriculum.

Stes (2010) conducted a review of 37 published sources of evidence mapping the breadth of available evidence on symposium as a veritable means of professional development program. They concluded that effect on teachers' knowledge and skills are the most common focus generated from their analysis.

Looking more widely, it seems that relevant research has been drawing predominantly on self-assessed 'participant' data, although some studies have also included control group contrasts as a way of assessing additionalities. However, most of the studies lack a common framework for what constitutes impact on teachers' knowledge and variously look at constructs and concepts of teaching and learning (Stes, 2010). The concept of teacher knowledge has been the subject of controversy. Tom and Valli (1990) reviewed some major criticisms, such as the supposedly non-scientific nature of knowledge. They suggested that the codification of knowledge, sensitive as it is to various contexts and contrasting conceptions of good teaching, might turn out to be "a contradiction in terms" The review of the nature of teachers knowledge development as a result of symposium was further classified into identifiable attitudinal impacts according to:

- a. Impacts on teacher attitudes (changes in attitudes towards teaching and learning);
- b. Impacts on teaching conceptions (changes in ways of thinking about teaching and learning);

c. Impacts on teaching knowledge (acquisition of new or enhanced concepts, procedures and principles);

The authors distinguished between these changes and others involving transfer of these changes through acquired knowledge of the various needs of teaching. Their reviews showed some crossover between studies, with most respondents providing evidence of one or more of these impacts. Stets (2010) further observed that among the studies they reviewed, the most common impact focus of a symposium development programme was on teachers' attitudes, followed by teaching knowledge and skills, but with little emphasis on teaching concepts. The evidence for teaching knowledge is taken here together with teaching conceptions – the two being closely related and often not distinguished in some of the reporting by researchers.

In a large-scale study conducted by Hanbury (2008), looked at changes to teaching attitudes and conceptions in over 30 UK universities. Grandaunts that participated in a symposium dedicated to uplifting teachers' knowledge. Their analyses were based on the Approaches to Teaching Inventory (ATI) tool to diagnose changes in participant knowledge of subject matter across these universities. The study showed a large effect of symposium programmes in achieving conceptual changes and in particular a shift in participating teachers towards student-led approaches through knowledge of the dynamics and philosophy of students' needs.

Furthermore, Postareff (2007) also undertook a more systematic review based on 200 teachers from different disciplines across two institutions. The study was an attempt to bring more information to this discussion by examining whether the length of symposium has an effect on teachers' pedagogical knowledge. The study included a control group and was mixed method, involving the use of the ATI and interviews. Their assessment showed that the training enhances an upward inclination in teacher-focused approach, but observed that the process was somewhat slow and was



hampered by the length of the programme. The authors further concluded that awareness of one's own approach to teaching is essential in improving teaching practices and confirmed that symposium increases the extent to which teachers adopted new approach to teaching as an element of improvement in teachers pedagogical knowledge, the authors postulate that Over a long period of participating in such symposium, teachers become more aware of ideal ways to teach.

This broad conclusion is supported by other evidence with Gibbs (2004) arguing that teachers became more knowledgeable about their subject matter by the end of the four weeks' symposium organize for the mid-level science teachers in the Republic of Ireland. This was ascribed to The fact that the symposium creates a climate of trust and respect that is approving of dialogue, encouraging of open debate, and supportive of risk-taking in teaching, building on this, Marshall (2004) noted that: "the power of peer observation resides in its developmental and collegial orientation and its exposure of colleagues to affirmation, constructive criticism, and the knowledge of how others teach differently".

### **2.6.1 Factors that Motivate Teachers' Participation in Symposium Programme**

What are the driving motivations of teachers to take part in symposium? This is a question that needs to be responded. According to Binde (2012), two forces appear to motivate teachers towards professional development activities. These include personal inspiration/motivation and organizational demand (a school, university, college). Personal motivation can be associated with a number of motives: First, the need for personal capacity development in order to cope up with the demand of knowledge and skills required to teach certain topics (Mbwambo, 2005).

Often teachers are driven by the need for promotion in institutions where promotion is based on certain criteria. For example, attending a development programme at system level, it is a common experience that institutions encourage symposium as an opportunity to cope up with innovations

and to avoid reacting to educational events- unprepared, constantly acting on and shaping the teaching and learning environment in our institutions of higher learning.

Teacher's intrinsic motivation stands as the most important single factor in terms of inspiring teachers to participate in symposium. Teacher's intrinsic drive towards self-improvement cannot be matched with any amount of pressure from the organizational demand (Parson, 2010). For effective symposium, the teacher is expected to perceive it positively and show a high readiness level. The teacher is expected to see and accept the need to grow professionally and this in turn inspires him/her to attain new knowledge, skills, attitudes, values and dispositions. It is further argued that within such dispositions there is pride, self -esteem, team spirit, commitment, drive, adventure, creativity and vision. All these attributes have to be owned by the teacher (Mosha, 2006).

A school management with motivating culture encourages teachers to engage in symposium programmes at the school or elsewhere. A motivated teacher learns from others and is more likely to attend various activities. Motivation can be intrinsic or extrinsic which drives the teacher towards self improvement. Collegiality within the school is part of the school culture. If teachers cooperate, there is room for them to learn from each other (Galabawa, 2001). The role of the school management is to encourage this culture to prevail in the school and between the schools. This is one of the indicators of the presence of a responsible school management in the school. Planning, that is, the setting of goals and objectives with activities to be done at the specified time is one of the main roles of the school management.

To involve all teachers in a school during the planning processes should be part of the school culture. Effective participation leads to a feeling of ownership and easy implementation (Kane

2002). Meaningful improvement in the education system requires pressure from below, support from above, and continuous negotiations among those at different levels of the system.

Therefore, there should be regular discussion by teachers because they know what they need most. Administrators and supervisors should be guiding, supporting, monitoring the implementation, and evaluating the work done. Effective communication among the key players is very crucial (Marshall, 2006).

### **2.6.2 Types of Teacher Knowledge Emphasized in Symposium Programmes**

Shulman's presidential address delivered to the American Educational Research Association membership (1986) launched increased attention to subject matter knowledge uniqueness to teaching. Shulman reframed the study of teacher knowledge in ways that attend to the role of content in teaching; he specified categories of knowledge base for teaching: knowledge of content; knowledge of curriculum; pedagogical content knowledge; knowledge of pedagogy; knowledge of learner's cognition; and knowledge of educational philosophies, goals, and objectives.

According to Shulman (1986) cited in Hammond (2006) defines content knowledge as a component which includes both the amount of the subject knowledge as well as the organizing structure of the subject, it is "beyond knowledge of the facts or concepts of a domain" Teachers must know and be able to explain under what conditions a particular proposition can hold true. According to him, teachers should have knowledge of the substantive structures of a discipline, the variety of ways in which the basic concepts and principles of the discipline are organized to incorporate its facts,

The second category, curriculum knowledge, consists of knowledge of different programs and corresponding materials available for teaching in a given content. It goes beyond an awareness of the different programs and materials to also include knowledge of the effectiveness and implications of programs and materials for given contexts. It entails knowledge of content and

corresponding materials in other subject areas of students and consists of knowledge of how topics are developed across a given program (Shulman, 1986).

According to Shulman (1986), the third category, pedagogical content knowledge, which has become of central interest to researchers and teacher educators alike, is “the category most likely to distinguish the understanding of the content specialist from that of the pedagogue. It comprises an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons.

Pedagogical knowledge includes knowledge of teaching procedures such as effective strategies for planning, classroom routines, behavior management techniques, classroom organizational procedures, and motivational techniques. And knowledge of learners’ cognitions, includes knowledge of students’ thinking and learning processes, particularly involving subject content.

### **2.6.3 Roles of Symposium Programmes in Enhancing Teachers Knowledge Mastery**

The mastery of subject matter is the foundation upon which the education of a teacher is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher which contributes to the growth of a teacher as a person. The teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz and Latham, 2012).

The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. The teacher with good knowledge of the subject matter is able to plan and

teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The teacher is required to arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. This calls for teachers' competence in subject content mastery and content delivery. Therefore the teaching methods and the content are important for the teacher. Training helps the teacher to comprehend a number of activities, knowledge and skills which they can use professionally to develop their teaching techniques.

Hammond (2006) postulates that among other things, teacher's knowledge of teaching and of Subject matter and qualifications attained in teacher training largely determine the effectiveness of a teacher. On a similar finding, Ball (1991), argue that training teachers on what to teach enables them to prepare for teaching since, subject matter is more than just the delivery of facts and information, and the teachers general aim of teaching is to assist students to develop knowledge, skills, attitudes and values. It is through the teachers' mastery of subject matter that they are able to help their learners to learn and understand the same subject matter. Teachers' conception of narrow knowledge and possession of inaccurate information on the subject matter may result in passing wrong ideas to the learner or may fail to guide the learners in the right direction.

Mastery of subject matter enables the teacher to teach and explain the subject matter content well and make their learners conceive clearly. There are times when learners encounter intellectual concepts too difficult for learners to comprehend which would only take the intervention of a teacher to simplify or give alternatives responses. This ability is influenced by the teachers' knowledge and understanding of the subject matter (Wilson and Wineburg, 1988), they further

observed that, teachers knowledge of subject matter give them the ability to appropriately respond to questions from the learners. Majority of teachers lack the mastery of subject content which influences their knowledge on what to teach and how effectively to teach it in order to affect quality teaching. This difficulty affects the quality of learning as the student teachers go to class less prepared which affect their competency and inadequate knowledge gains by the learners.

## **2.7 Impact of Conference Programmes on Teachers' Use of Instructional Materials**

Instructional materials are in various classes, such as audio or aural, visual or audio-visual (Abdullahi, 2005) Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

A core area of investigation in the impact literature is the extent to which conference programme influences teachers' awareness and the application of instructional materials. Evidence of impact in these studies can be found in their professional self-efficacy; through skill and capacity development.

The extent to which teachers gain technical skills that enable them to embed teaching aids into their teaching is measured by Postareff (2007) in a Europe-wide study in which the Conference was delivered entirely online. This reflects the focus of a large number of studies exploring attitudes to Conference programme related to Instructional materials usage. Researchers used pre- and post-

tests to attempt to measure impact of an online teacher training programme and to study reveal n improved use of instructional materials.

The framework was further espoused by Lau and Yuen (2013) addressing questions about teachers' perceptions of instructional materials and the factors that influence their application, data (self-report) are from post training conference questionnaires from a sample of 100 mathematics teachers in Hong Kong secondary schools. Question areas included both perceptions of and actual use of teaching aids. The result suggested that the conference Training was found to have a positive influence on teachers' perceived efficacy with instructional materials, although, impact on beliefs about the pedagogical usefulness of teaching aids was less evident.

Enhancement of teacher self-efficacy is a recurrent theme in the research on Conference programme effect on teaching aids usage Dawson (2013) explore the potential relationship between teacher self-efficacy and transferred change in the application of teaching aids. Teacher self-efficacy was not found to be a predictor of such changes, in contrast. Mowbray and Perry (2015) report improved teacher self-efficacy following a Conference intervention. Also, they identified a 'significant increase' in student attainment, which they aligned with the increase in self-efficacy. This is, however, in a small scale with relatively short period of time. In a similar vein, Lueddeke (2003), reporting on a large scale study of intense and sustained Conference for science schoolteachers in the US, found that the teachers' self-efficacy in application of instructional materials improved significantly and that this was positively correlated to an improvement in students' standardized science test scores. The authors conclude that 'self-efficacy and conference hours were positive predictors of teacher achievement'.

### **2.7.1 Background of Teacher Conference Programmes in Nigeria**

The rise of modern teaching profession in Nigeria coincides with the coming of Christian missionaries. The colonialist intervention in education was regulatory in nature through the issuance of ordinance, and progressively establishment of government schools. The springing up of schools, both by the missionaries and the colonial government necessitated the establishment of training schools where prospective teachers were taught the science of teaching and learning (Osuji, 2009)

In retrospect, the teacher training programs of the church missions were considered to be unsatisfactory, what they provided was training which equips their products for relatively routine tasks instead of professional role as distinct practitioners Uchendu(2000). This led to the setting up of Phelps-stroke Commission in 1925 and Ashby Commission in 1959,

Subsequently,the Ashby Commission report led to the establishment of more Universities and the introduction of Bachelor's degree in education either as B.A. (Ed.), B.Sc. (Ed.) or B.ED. According to FRN (2004), teacher education program in Nigeria is offered in Colleges of Education, the National Teachers Institutes (NTI), Faculties of Education in Nigeria Universities, National Mathematical Centre and the Nigeria Language centre.

Nevertheless, there was greater awareness that teachers who were trained some few years ago are not adequately equipped for effective teaching except complemented by in-service training (Esu 1997). She further stated that the 2-3 years teacher preparation programs 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 programmes.

To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria (2004) in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and



in the curriculum, and that conference programmes for teachers and head teachers shall be regulated. This therefore emphasizes the importance and the need for every staff to be constantly renewed, upgraded and updated in his or her knowledge and practice.

### **2.7.2 Principles for Selecting Instructional Materials for Teachers Conference Programme**

It is therefore very important, for professional teachers to note and bear in mind that every instructional material has its unique strength in teaching-learning situation if properly used. It facilitates effective communication, through which better teaching and faster learning can only be guaranteed, Bozimo (2002) opines that, by careful selection and skillful utilization of appropriate instructional materials by the users (teacher) enhances learning process.

However, availability of the instructional materials, teacher's experience, terms of preference and the volume of instructions should constitute intrinsic consideration in their selection decision. Hanich(2000) suggests the following principles as a guide in the selection of instructional materials. These are:

**1. Specification-of Objectives:** Clear objectives which are behaviorally stated are user ring guides in instructional materials using in teaching and learning process, they direct the sequence, methods, content and techniques of instructional processes. They provide scientific basis of valid evaluation instruments construction and administration.

**2. Instructional Tasks:** The behavioral objectives, contents, learning activities, evaluation instruments and techniques as element of instructional tasks, should be taken into consideration by an effective teacher in the selection and development of instructional materials.

**3. Target Audience Attributes:** These consists the learners' features and their level of understanding, their developmental stages such as age, sex, physical skills, attitude towards self and others, the learners experiences, social-economic background should be considered.

**4. The Economy:** The available resources, financial factors technological advancement, economic climate of society where the materials should be operated, the socio-cultural level of the materials users, degree of urbanization, feasibility and acceptability of the selected instructional materials are equally considered in the selection and development decision.

**5. Dynamic Variables:** These variables constitute the concentration and size of the target audience, the desired level of learners response and participation, the classroom social climate, sitting, viewing and listening arrangement, available time, space, teacher competence among others are to be seriously considered in the selection decision and development.

**5. The Environmental Factors:** These consists the educational community and the available educational infrastructure. Such as people, facilities, equipped library, workshops, laboratories, electricity, water supply and personnel should equally be considered in the selection and development.

More so,Bozimo (2002) observes that; appropriateness of the materials to instructional objectives; freedom of the content from bias, degree of the quality variety of the materials, quality of the format, print, sound or photography, availability of the materials to clarify objectives of and how to operate the materials should guide teachers in the selection of instructional materials.

### **2.7.3 Importance of Teachers Conference Programme on Instructional Materials**

Before the official support for instructional material started coming from the university in 1960s, the pioneering audio-visual instructional effort already used in teaching are the 16mm film strips, 8mm film maps slides, radio and television program, cassette, tapes and real objects(Hannich 2010). The use of audio visual material is not without justification, as they are considered relevant to curriculum improvement and general learning teaching processes. The use and importance of

training teachers on instructional material in the realization of educational goals as stated by Kabiru and Yarinchi (2013) are summarized to include the followings:

1. Instructional materials stimulate interest.
2. Instructional materials launch students into a wide variety of learning activities.
3. Instructional materials broaden student horizon of experience.
4. Instructional materials offer students the opportunity to develop communicating skills while engaging in solving meaningful problem.
5. Instructional materials multiply the efficiency of teachers by providing historical stimuli and response guidance for individual students.
6. Instructional materials enable the teachers to overcome physical and psychological difficulties of presenting subject matter.

#### **2.7.4 Challenges of Implementing Training Outcomes on Instructional Materials in Secondary Schools**

The major problems confronting teaching and learning processes in modern Nigeria, with particular reference to instructional materials are numerous. Kabiru and Yarinchi (2013) identified among others the challenges to include;

**1. Financial constraints:** Studies have proved that two-third of the teachers and students do not have money to purchase instructional materials. Again, the modern instructional materials are too cost for comparing it with economy status of teachers especially at Junior Secondary Schools Level in Nigeria.

**2. Teaching Theoretical Knowledge:** Due to the lack of adequate instructional materials in our schools, the teaching is more theory rather than practical. That is, the students may not actually be exposed to the reallife situation of the topic which may affect its understanding by the students.

**3. Inadequate Trained Personnel:** There is a problem of lack of knowledgeable personnel to handle and manage some these instructional materials and as such it becomes a serious barrier to effective teaching and learning processes. Nonchalant or improper attention of the Nigerian government ranging from Local Government Councils, State and Federal Governments to motivate, train and retrain teaching staff at whatever level of education on how to improvise and make proper use of the imported instructional materials.

**4. Inadequate Power Supply:** The last but not the least of the problems confronting teaching, learning and media education in Nigerian area include, inadequate power supply as it brings about digression, failure to achieve the desired goals and objectives in time and there is also the problem of inadequacy of well-qualified personnel to train others and repair the broken down computers for continuity, progress, betterment and well- being of Nigerian teachers and students in general.

**5. Inadequate Maintenance Culture:** There is lack of adequate discipline in minds of Nigerians with particular reference to maintenance of instructional materials and other school facilities both by the staff, students as well as the community members. There is Nonchalant attitudes to the well-being of instructional materials in our schools.

**6. Inadequate Security to Instructional Aides:** Also, there is lack of adequate security to secondary schools in Nigeria particularly with regards to instructional materials especially ICT facilities and other important laboratory equipment in the school. That is, the facilities are not normally kept where they are secured and free from being stolen.

**7. Dependence on Importation of Instructional Materials:** The problem of over dependence on fairly imported instructional materials with particular reference to ICT and other technological facilities is another obstacle confronting teaching and learning processes in Nigeria. This is a

serious challenge to our Indigenous Nigerian Engineers as found incapable of manufacturing technological based and other related instructional materials.

**8.Lack of Basic Infrastructures/Resources:** In every educational system, certain basic facilities are required. However, in secondary schools, there is inadequate or non-existence of physical facilities and material resources such as computer rooms, furniture, electricity or electric generators. Electricity is essential for the operation of some of these materials.

**9. Poor Policy Formulation and Implementation:** There is lack of well-articulated educational policy by the Nigerian government. More attention is given to other sectors than to education (Osakwe, 2012). This is posing problems to the development and provision of instructional materials education in secondary schools. Also, this in the same vein generate problem in term of employing qualified and capable personnel in the school thereby affecting the effective and adequate utilization of instructional materials in our schools.

## **2.8 Impact of Workshop Programme on Teachers' Record Keeping**

In realizing educational goals, record is very crucial. School records, according to (Olawajaju, 2008). are books, documents, diskettes and files in which are embodied information on what goes on in school (e.g. social, academic and non- academic activities, important events, etc), the school plant as well as other relevant information focusing on the growth and development of the school according to Ifidili (2011), are those documents in whatever medium, received or created by an organization in the course of business because of the information contained. Record keeping is the art of keeping school records, by which educational law must be kept by every educational institution at all levels, for the effective and smooth running of the school administration. Records give details about the students and entire staff in the schools.

Workshop activities are conducted by many different organizations, in school and out of school, on the job or during sabbatical leave. On these occasions, practicing teachers update their teaching skills so they can meet the requirements of new curricula, consider new research findings on teaching and learning. The literature on the relationship between teachers' participation in workshop activities and performance in terms of record keeping are mixed. Some studies have found no relationship to this aspect of teacher practice (Lefgren, 2004).

Other studies have found higher levels of improvement linked to teachers' participation in professional development activities directly related to record keeping (Wenglinsky (2000) found a positive correlation between workshop activities aimed at the needs of teachers record keeping In the light of modern development

More recently, Harris and Sass (2007) identified what they call the "lagged effect of workshop programme," that is, the larger effect of teachers' participation in workshop on teachers practice becoming apparent three years after the teachers had completed their workshop. In essence The interpretation of the positive effect of participation in workshop activities is not clear cut, as this variable is confounded with other teacher attributes, that is, teachers who participate in these activities are also likely to have been motivated and, usually, specialized in their record keeping techniques and conduct before the workshop.

Although many researchers view studies into the impact of participating in a workshop programme as process that requires self-evaluation as the issue at the heart of most workshops relate to the need to ensure the presence of "highly qualified teachers in every classroom" and to determine how best to prepare these "qualified" teachers to bring about "improve practice with regards to maintaining effective records for the school development (Alexander, 2000).

In many studies, teachers' workshops that are considered to be related to record keeping have become targets of education reform. However, the nature of this reform is under debate. Some perceive the main problem to be the low outcomes of those who go into the workshop. Others viewed the problem mainly as the result of inadequate preparation of the workshop in addressing the challenges associated with modern record keeping techniques and call for the "professionalization" of teacher workshop by making it longer, upgraded and regulated. Also, the study re-examined the extent to which advanced intensive participation in professional development activities are indeed positively associated with teacher's record keeping and management.

In conclusion, A study conducted by Choy and Chen (1998) indicated that 85% of teachers who participated in workshop said it made them change their teaching practices in record keeping while 62% said the programme motivated them to seek further information and training. They maintained that workshop programme should be integrated within the school context and should focus not just on helping teachers acquire new behaviors but help them to change their assumptions and effectiveness in record management

### **2.8.1 Methods of Workshop Programmes**

These methods represent a standard method of skills learning in a workshop programme, according to Mills (1991)

#### **1. Helping Trios**

The group divides into teams of three. One member of the team performs a procedure (e.g. giving feedback to the other), while the third observes. After the performance all three give feedback to one another. This process is reiterated until everyone has taken each role, all of the triads join a

general discussion of the problems and issues involved in the targeted performance. This method increases the active engagement of participants to 100%.

## **2. Paired Interviewing**

This method consists of a pair of learners who interview one another. Learners who think that they understand something after reading about it find that the task of being able to explain their understanding to someone else requires a much deeper level of understanding and integration of the material. The interviewer who is confused by the answer to his / her question is providing indirect feedback to the questioner about the clarity of the answer. After two pairs engage in this interviewing process they can join one another to discuss problems of understanding the material. The goal of this procedure is integration of knowledge, not the learning of skills. This method was developed by Kagan (cited in Millis, 1995).

## **3. Testing One Another**

This is one method according to Sherman (1991), cited in Millis (1995) that takes the pain out of learning from testing. Prior to the workshop each participant prepares a question and a thorough answer. During the workshop participants are organized into pairs and they exchange questions and work independently for 20 minutes or so answering their partner's question. The two then compare their answers with those generated at the workshop.

## **5. Concentric Circles / Fish Bowl Technique**

This method consists of a small circle of group members within a larger circle. Members of the inner circle "practice" by interacting in some way (problem solving, discussing, teaching) while the outer circle observes them and provides feedback.

## **6. Separating the Idea Generating Phase from the Critical Phase**



The group is broken into smaller groups, each of which addresses a problem, question or an issue. They are encouraged to generate as many solutions as possible but not to be critical of any of them. Each group passes its solutions on to another whose task is to critically examine the solutions offered for feasibility, cost effectiveness and to suggest ways that the various solutions might be tested.

### **2.8.2 Types of School Records That Are Considered in Teachers Workshop Programme**

Akanbi (1999), and Agunwa (2006) state that school records includes the followings:

**1. Admission and Withdrawal Register:** The school Register of Admission and withdrawal is a statutory record that contains detailed information about every child admitted as a pupil/student of the school. The school admission register must always be updated and made available for inspection when demanded for by education inspectors, law enforcement agents on official assignment or any other authorized person.

**2. Attendance Register:** An attendance register is a book in which the presence or absence of students in a school is recorded on a daily basis. It is a statutory record that must be kept by every school. This record is kept on individual class basis. The class teacher is the custodian of this record. Its importance includes. The class attendance register is a record that is useful in showing pupils/students who attend classes regularly. It is usually kept by class teachers and marked twice a day; one in the morning and one in the afternoon to ascertain whether the pupils are in school at a particular time or not. The information regarding the number of pupils present and those absent on daily basis must be submitted to the school head teacher so that he can bring the school's daily attendance notice board up to date.

Osakwe (2011) asserts that improperly kept attendance registers can lead to the embarrassment of a school principal. For instance, consider a situation where a teacher arbitrarily marks a student present who is not in the class. If such a student unfortunately dies or is involved in a criminal act outside the school leading to his/her arrest, the school may be forced by the pupil's parents and the law to account for the death of such a student. The school attendance register is therefore helpful in checking habitual absenteeism of pupils/students from school. It helps to reveal if a pupil has been sick. Schools are advised to call the attendance register twice a day, in the morning before the first lessons and in the afternoon after the mid-day break.

**3. Visitors' Book:** The school visitors' book is a record book containing the list of important personalities visiting the school. The book provides a very useful record of the general interest shown by the community in the school. The school uses the book as a means of contacting such visitors again if the need arises. Contacts made with such visitors can help to extend or improve on the interpersonal relationship of the school staff, school head and the visitors. The school community relationship can also be enhanced through the visitors' book record.

**4. Log Book:** The log book is one of the statutory records required to be kept by the school. The log book is for recording the main occurrences that have been established to have taken place during the session and even holiday periods. Events taken place in a school that need to be recorded include date of resumption In a term, number and categories of staff resuming in each term, transfer of staff, school ceremony, visits of important personalities and school inspections. Other events include natural occurrences like storm, heavy rainfall followed by destruction of school properties, meetings with the members of the school Board of Governors and parents-Teachers-Association, experiments and innovation made in the school, date of founding the school,

death, public examination periods etc. At the end of any log book report, the school head must endorse the recording with his name, signature and usually with school stamp.

**5. Punishment Book:** This book is kept by the school principal in order to record cases of punishment given to children and to ensure that the procedure for punishing any child has been followed.

**6. The School Time Table:** There should be a time table prepared for the whole school. There is usually a master time-table that covers all the activities of the school. It is prepared and kept in the office of the school principal. It is from the master time table that every teacher makes his own time-table for teaching his classes. The purpose of a time table is to regulate the activities in the school.

**7. Scheme of Work:** This record reflects the estimate of academic work which a teacher expects to accomplish in each subject based on number of lessons he will have during each term. Its importance includes:

- i. It assists head teachers or educational administrators to know what is being taught in school.
- ii. It assists in enforcing accountability and continuity in the work of school.
- iii. It clearly shows teacher adherence to the syllabus and how and when the work is done.
- iv. It is a means of evaluating teacher's competency and efficiency

**8. Record of Work Book or Weekly Diary:** A carefully kept record of work is a strong stimulus to dutiful and progressive work. Pertinently it shows the ability of the teacher to organize the year's work his resourcefulness and enthusiasm regarding the progress of the pupils.

**9. The Stock Book:** This is kept in the school in order to record books and other articles bought for the school. These materials should be sent to the store keeper or the teacher who is in charge of

the stores to record them in the stock book. There are two types of stock. (a) Consumable Stock: This covers such items as chalk, stationery, and disinfectants. These items are consumed always and have to be replaced from time to time. (b) Non – Consumable Stock: this covers items such as furniture; farm tools, game, equipment, audio- visual materials. These items have life span. The stock book helps the head teacher to know what materials are available in the school, when supplies are running out, and also know what to request for.

**10. The School Cash Book:** It is important for every principal of a school to keep a cashbook. This is because; in a particular school year, a lot of money came into the school are spent for the school assignment/ administration. The school, for example, realizes money from school fees, levies, sales of crafts or farm products or even subvention from government or gifts from wealthy individuals and organizations. The cash book should clearly show both income and expenditures of the school.

**11. Lesson Note-Book:** This is kept by the class teacher it is important that before a teacher, goes into teaching, he has to prepare his lesson in this notebook it is a book that contains the daily preparation of the teacher for the different subjects to be covered and the activities to be carried out for each day. The lesson notebook serves as an aid to the teacher in the Course of teaching as he cannot rely completely on his memory. It reminds him of each step as he teaches. The lesson note for each day should contain the following important information.

**12. Student Report Card:** This is the school record which shows the students’ academic performances and Conduct for each term.

**13. Cumulative Report Card:** This is a Continuous record or combination of records which Contains comprehensive information about each Pupil and which provides a summary of the pupils’ career in the school. The cumulative record is confidential and should be kept in filing

cabinet in the office of the principal and/or the school counselor. The Following information is required: date of admission, grades, family background and social activities. If a child goes on transfer to a new school, his cumulative record can be sent to the new school, and this will help the new school to be abreast with up to date information about the child.

**14. Time Book:** This is another useful record book to be kept in the school to know the actual time the individual teacher reports for duty in the morning and the time he or she closes finally. In modern times a time book is now opened for staff to check staff lateness to and absenteeism from school. In the staff time book a staff is expected to write down his/her names, time of reporting to the school and his/her usual signature in the morning and time of departure at the end of the working day.

**15. MovementBook:** The staff movement book is a record that shows the whereabouts of a staff who reports in the school for duty but for good reasons have to move out of the school. Every staff moving out of school hours with the principal's permission must record in the staff movement book, the following information arranged in vertical columns; date, name of staff, time of departure from school, reasons for moving out of school, time of arrival (back to school) in the day, signature of staff, head teacher remarks/signature. The staff movement book helps the school to have knowledge of the whereabouts of a staff, recall the staff if urgently needed by an inspector or visitor to the school, know where' to look for such a staff in case' of a suspected accident or any mishap.

**16. School Principal's Annual Reports File:** The school principal has the duty to write out at the end of every session, a school annual report. The school head's annual report on the School activities must include among others. Student\Pupils population broken down into male and female: Religious inclination, Local government area of origin, State of origin, State statistics

showing the staff strength in different, departments e.g. in science, art mathematics language and counseling services, Curriculum of studies, sports, games, guidance and counseling services, School annual achievement in the area of academics performance in the entrance examination i.e. state, conducted by the ministry of education and federal Conducted by National Examination Council (NECO), Sports and games competitions, Debates, cultural activities, quiz competitions in religions activities, Outcome of meeting with the school P.T.A. and board of governors, proprietors, annual inter house athletics meeting, Inspection reports on the school, etc.

**17. Query Book:** The Query book is a record of queries sent to- teaching and non-academic staff.

A school principal can send queries to any member of staff who:

- i. Goes late to classes,
- ii. Does not attend morning assemblies regularly,
- iii. Refuses to give assignments to students regularly,
- iv. Refuses to carry out a duty assigned by the school authority,
- v. Makes it habitual to leave his place of work before the close of the working day,
- vi. Is rude to his superior officers (acts of insubordination),
- vii. Does not keep necessary and important school records expected of them.

Copies of staff replies to such queries must be recorded in such query file. Every record of a query must have (i) Date (ii) Name and Rank of staff being queried (iii) Nature of query (iv) Response to query by the concerned staff. (v) Principal's reaction to erring staffs response (vi) Further action taken by principal (vii) Response from higher authority (viii) Final action taken on erring staff (ix) Name and signature of school heads (Oyedenji, 1998).

### **2.8.3 Importance of Workshop Programme on Teachers of Records Keeping**

Encyclopaedia of education research (2007) highlights the use and importance of school records to include diagnosing past and current strength and weaknesses in the individual student academic performance, condition of his health and his personality, reporting students himself, guide to counselors, to school which the student transfers and potential employers, for guiding the student educational and vocational planning, for helping to determine how the school curriculum for staff should be altered, for reporting facts required by government agencies or by accrediting association, so that the school can qualify for financial support or for professional accreditation and for education research.

Aleiyindeni (2002) highlights that training teachers on school records enable them to get acquainted quickly with new students. Identify scholastic strength and weaknesses of individual students and to plan a program to educate students on the identified problems in order for them to embrace social adjustment and to provide a comprehensive and continuous data for their counseling. Olarewaju (2008) listed some general reasons for keeping school records which includes:

1. Records are useful historical sources, they tell the history of the school
2. Records facilitate continuity in the administration of a school
3. Records serve as data bank on which both the school head and staff and even students can draw on.
4. Records provide information needed on ex-students by higher and other related institutions and employers of labour for admission or placement.
5. Record enable school heads to collate information on pupils and staff for decision making
6. Records provide data needed for planning and decision making by school heads, ministries of education and related educational authorities.

7. Records provide a basis for the objective assessment of the state of teaching and learning in a school, including staff and student performance by supervisors and inspectors.

#### **2.8.4 Challenges of Teachers Workshop Programmes on Records Keeping**

The followings are some the challenges of records keeping in secondary schools as identified by Mani and Ja'afaru (2013):

**1. Lack of Adequate Trained Personnel:** Generally speaking, Nigeria public primary and secondary schools lack manpower to maintain the available records in the schools. Even the school administrators who are in position of keeping records lack the basic skills and knowledge records keeping.

**2. Poor State of the School Facilities:** Most building in the schools where these records are to be kept are in bad condition and/or dilapidated and serve as “death trap to both the staff and students alike”. The situations of the buildings are bad for human in habitation and in that way affecting the use and utilisation of the records materials provided.

**3. Lack of Adequate Power Supply:** The unstable electricity supply or situation in Nigeria is a great factor to the effective use and/or utilisation of records facilities in our schools. In same place like rural areas where there is no electricity to connect the facilities for use and proper functioning. However, the schools in such areas will be affected to use certain methods of keeping records.

**4. Poor Attitude to Record Keeping:** Most school leaders are reluctant and/or ignorant in keeping record in our schools.

**5. Cost of Procurement and Maintenance:** some records keeping facilities are highly expensive to procure and even to maintain or repairs (Mani & Ja'afaru, 2013).



**6. Lack of Adequate Security:** In Nigeria public schools in general, there is no proper security as such records and facilities have been lost to fire or stolen..

**7. Inadequate Funding:** Government failed to fund our educational system particularly at primary and secondary school level which have direct negative effect on the maintenance and procurement of ICT facilities and their administration of schools.

Finally, the school is a formal organization with a high degree of permanency, staffs come and go but the schools endure (Eresimadu and Nduka1990). Consequently, records of schools as institutions cannot be left to the memories of people, even when existing schools are closed, the documents, of the schools are transferred to the Ministry of Education for safe keeping and used later.

## **2.9 Empirical Studies**

Oswal andIyang (2005) conducted aresearch on“The Influence Workshop Programmes on Secondary School Teachers' Job Performance in UyoMetropolis, Akwa-ibom State”. Three objectives guided the study, namely; to find out the influence workshopprogrammes onsecondary school teachers' methodology of teaching in Uyo, determine the impact of workshopprogrammes on secondary school teachers' knowledge of subject matter in Uyoand to ascertain the impact of workshopprogrammes on lesson preparation and delivery by secondary school teachers in Uyo.

However, descriptive survey method was adopted for the study, the population of the study was mainly the 4876 male and female students with 387 respondents randomly selected from twelve secondary schools in Uyometropolis. The instrument for data collection was structure questionnaires. Mean and standard deviation as well as T-Test were the instrument used for data analysis. Findings from the research showed that teachers who participated in

workshop programmes were effective in terms of knowledge of subject matter, methodology of teaching and lesson preparation and delivery.

The present study is related to Oswal and Iyang's study in terms of the variables, most especially both studies sought to determine the impact of workshops on teachers' job performance in the critical areas of teaching methodology, knowledge of subject matter. Findings of Oswal and Iyang study will serve as a base for the present study to compare the findings. Although, differences still exist in relation to population and location of this current study.

Adeolu (2002) conducted a research on the topic "The Relationship Between Teachers' Instructional Tasks And Workshop Training Experience Among junior Secondary Schools Teachers In Kwara State. The objective of the research was to determine the relationship between workshop training experience and teachers' classroom management in Kwara state secondary schools, assess the relationship between workshop training experience and teachers' methodology of teaching in Kwara state secondary schools. And ascertain the relationship that exists between teacher workshop training experience and student evaluation in Kwara state secondary schools.

The researcher adopted a descriptive survey for the research; the population of the study consists of all the 6789 teachers across the state, 567 teachers were randomly selected from sixty secondary schools to make up the sample size of the study using stratified random sampling method. Data were analysed using simple percentage, mean standard deviation and Pearson product moment correlation coefficient in order to test the hypotheses.

The followings were finding from the study; That there was significant relationship between workshop training experience and teachers' method of teaching in Kwara state secondary schools, there was significant relationship between workshop training experience and teachers' classroom management in Kwara state secondary schools and there was no significant relationship

between teachers' workshop training experience and student evaluation in Kwara state secondary schools.

The limitations of Adeolu's study are that it covered junior secondary school teachers in Kwara state and only workshop training programme of teachers was considered. Therefore, the findings cannot be generalized. The present study is similar to Adeolu's in terms of variables and can be considered as basis for comparing the current study findings.

Oye (2009) carried out a research on 'Perceived Influence of Seminar Programmes on Teachers' Classroom Performance in Ijebu-North Education Zone Of Ogun State.' The objectives of this study are to investigate the extent to which teachers perceive the influence of interaction in seminars on their classroom performance; teachers perceived influence of instructional materials use in seminar programmes on teachers Classroom performance,

The design of the study was Ex-post Facto design. The population of the study 852 (344 males and 508 females) A total of 225 was sampled (155 female teachers and 100 male) for the study. Questionnaire was the instrument used for data collection. The data collected were analyzed using mean, standard deviation and t-test statistics. The mean was used to answer the research questions while the t-test statistics was used to test the Null hypotheses.

The findings of the study included, that teachers performance is influenced by effective interaction among participant of seminar programme. There is positive perception of teacher on the influence of instructional materials used in seminar on teachers classroom performance;

This research however is specifically unique for the fact that no research of this nature has been carried out within Niger metropolis.

Oye (2009) research on the topic 'Perceived Influence Of Seminar Programmes of Instruction on Teachers' Classroom Performance in Ijebu-North Education Zone Of Ogun State.' Is limited only

to the interaction roles of a seminar programme while the current research encompasses all other seminar indices that influences teachers performance therefore Oye's finding cannot be generalized but may guide this research to the extent;that it is related to one of the objectives that this research seeks to achieve.

Njeri(2004) carried out a research on the topic "influence of seminar participation on teachers' job Satisfaction in secondary schools in Ndeiya Division, Limuru district, Kenya." The objectives of the study are to determine the extent to which the teachers' regular participation in a seminar programme influence their job satisfaction in Ndeiya Division Limuru district. To ascertain the extent which law that guarantee teachers attendance in a seminar programmes are implemented in NdeiyadivisionLimuru district?The researcher used descriptive survey design. The total population of the study was 267. A sample population of 10 percent is representative for purposes of drawing conclusions. The instruments of the study were questionnaire and interview. The data analysis was carried out using descriptive statistics, while frequencies tables, percentages, bar graphs and pie charts were to test the hypothesis.

The findings of the study included, findings revealed that teachers' job satisfaction is influenced by their regularly attendance in a seminar programmes. Also, the finding revealed that performance is improved when participation of teachers in seminar is based on professional considerations. Hence it was recommended that seminar participation should be organised regularly and participant should be selected based on fair guidelines

The difference between Njeri, (2004) research on the topic "Influence of Seminar Participation on Teachers' Job Satisfaction in Secondary Schools in Ndeiya Division, Limuru District, Kenya." and thiscurrent research to "Impact Of Training Programmes on the Job Performance of Senior Secondary Teachers Job in Niger State, Nigeria" is plainly in relation to the scope and location

between the two researches. Njeri's finding can be greatly instrumental in guiding the current research as the both researches are concerned about seminar participation impact on teachers.

Ajmal(2003) study was on the topic“assessment of the relationship between teacher symposium training and student academic performance among senior secondary school students in Kano state” the research had only one objective:To examine the ways in which teacher symposium training was related to student academic performance amongKano state senior secondary school students.

The researcher adopted a survey research design. The population of the study was all stakeholders in the secondary schools with seven hundred and thirty five sample size consisting of both staff and students randomly selected; the instrument of the study was structured questionnaires. Mean and standard deviation was used to analyse the research question. Analysis of variance (ANOVA) was used to determine mean difference in pupils' scores while post-hoc analysis was conducted to ascertainthe direction of the difference.

The finding indicated that there is a significant co-relation between teachers training and student test result. It was recommended that quality symposiumtrainingprogrammes for teachers should be institutionalize as it has significant in enhancingstudents' performance.

Gabriel (2005) conducted a study titled “The effectiveness of conferenceprogramme in enhancing teacher competency in some selected secondary schools of Benin, Nigeria”. The major objectives of the inquiry were to examine the impact of physical facilities on the conduct of conference programme and to ascertain the evaluation system of the conferenceprogramme outcomes.

The study adopted a descriptive survey conducted of ten selected schools within the rural and township of the state with a total population of 5786 male and female teachers. The tools used were questionnaire, an analysis sheet, interview schedules, an observation schedule and an attitude scale. The statistical techniques used were frequency, percentages, mean, and product moment

coefficient of correlation. The major findings of the research were that; there was significant relationship between physical facilities and the effectiveness of conference programme and that there was significant relationship between evaluation models on the effectiveness of workshop programme.

However, the study recommended among others that; the facility available for the conference should be adequate so as to ensure active participation by participants and there is the need for effective evaluative mechanism so that transfer of training can be monitored.

The limitation of this study apart from the fact that it is conducted outside the scope of the current research, it also focuses mainly on the procedure surrounding the conduct of a conference programme without an attempt to link the result of the research with other performance indices of teachers. The current research can borrow a leaf from Gabriel finding in determining those factors that influence the effectiveness of a conference

Olusola(2004) conducted study entitled “Science Teaching In Primary Schools And The Roles Of Conference Training Programme In Enhancing Teacher Job Satisfaction” The major objectives of the study were to: identify the motivating factors for teachers participation in training programme and ascertain teachers level of satisfaction in the outcomes of conference training programme

The study adopted a survey design, the population of the study included all the 11765 teachers of the twelve educational zones in the state out of which 416 were randomly selected to make up the sample size, the instrument of the research included observation, structured questionnaire standard deviation as well as one-way analyses of variance to determine the mean difference in teachers response. The study reveals that there was a no significant difference in the opinion of teachers on the motivating factors for participation in conference training programme and there was significant difference on teachers’ level of satisfaction in conference training programme

At the end, the research put forth the following recommendations; that teachers should be encourage to participate in a training programme as means to reinforced their interest in the profession and that there should be a clear-cut policy that guides teacher selection into training programme

Although, the research may not have been directly linked to the current study in terms of objectives and population it can benefit from these findings in determining specific factors that influence teachers interest and participation in a training programme.

Nevertheless, this research is unique in the sense that no study on this topic has been carried out in Niger state. Also, this current research covers categories of teachers' continuous development programmes such as; workshop, study circle, seminar, symposium and conference programmes in terms of their respective impact on teachers methodology, instructional materials, knowledge of subject matter, record keeping and classroom management.

Kajo (2011) conducted a research on the topic "Administrative Influence on Teacher Effective Participation in Study Circle in Government Secondary Schools in Benue State,Nigeria" The main objectives of the study are to investigate the administrative influence to teacher effective anticipation in a study circle in government secondary schools in Benue State. Specifically, the research aimed to determine the extent to which the organization of study circle content influence teacher effectiveness, and to ascertain how instructional supervision may impact on teacher effectiveness,

The design of the study was a descriptive survey research design. The population of the study was 1556. The sample size of the study was total of 688 respondents. The instrument for data collection was questionnaire. Descriptive statistics (mean scores and standard deviation) were used to answer the research questions. The z-test statistics was used to test the null hypotheses.

The major findings of Kajo study are, that the content of a study circle programme impacts on teachers motivation to effectively participate in such programme and that administrative supervision of a study circle promotes teachers effective participation. It was recommended that study circle contents should be streamlined in such a way as to accommodate the needs and professional interest of participating teachers as well as the conduct of a study circle should be effectively supervised to boost teachers' interest.

However, Kajo (2011) research on the topic “Administrative Influence on Teacher Effective Participation in Study Circle in Government Secondary Schools in Benue State, Nigeria” shares similarity with the current topic in terms of the factors that influence teacher effective participation in a study circle programmes. The difference however is that; the current research covers other areas that influence teacher participation apart from administrative factors alone.

Aseka (2016), carried out a research on “The Influence of Study Circle on Teachers' Instructional Practice in Public Primary Schools in Lag'ata Sub County, Nairobi Kenya”. The objectives of the study were to assess whether study circle influenced teacher' job performance in public primary schools in Lag'ata Sub County, Determine the extent to which participation in study circle by teachers influence their job performance in public primary schools in Lag'ata sub County and to establish whether teachers' methodology is influenced by their participation in a study circle in public primary schools in Lag'ata sub County.

The study utilized descriptive survey design for the study. The study focused on the 14 public primary schools in Lag'ata sub County, with a population of 14 head teachers and 346 teachers. Total target population was 360. Total sampling was 96 teachers plus 12 head teachers which was 108 total samples. The instruments for data in this study were the questionnaires and interview



guides for teachers. The analyzed results were tabulated appropriately using graphs, charts, and frequency distribution and sample percentages to illustrate the responses to the questionnaires.

The findings of this study revealed that participation in a study circle actively influence teachers use of effective methodology, a simple majority of the teachers revealed that Study circle improves their all round performance . Hence, it was recommended that teachers should be encouraged to participate in study circle programme regularly among other.

Aseka's research is related to this study on the aspect of the impact of study circle on teachers performance incidentally this is one the variables in the in the objectives of this study. However, this research work is one it kind is because it is not only limited to study circle but includes workshop, seminar and conference amongst others. As such, Aseka's work cannot be generalized over this research but it will help in guiding this research to achieve objectives.

## **2.10 Summary**

This chapter reviewed some of the related literature on the impact of training programmes on the job performance of senior secondary school teachers in Niger state. This chapter was sub-divided into conceptual framework, theoretical framework and empirical studies. the area reviewed under conceptual framework include the concept of teacher training programmes, types of teacher training programmes in Nigeria, significance of training programmes on teacher performance as well as factors that hinders teacher training programmes in Nigeria secondary schools.

Furthermore, other concepts discussed under the above sub-heading are records keeping, types, advantages and challenges of records keeping in secondary schools; classroom management and strategies to achieve effective management in the classroom, concept of teaching methodology, types and guidelines for the selection of teaching methodology by teachers in secondary schools.

Concept of teacher knowledge in relation to its type and impact on the teaching process was also discussed. Also, Schultz human capital theory was reviewed in relation to this study; and finally, ten empirical studies related to the objectives of the study were carefully selected and reviewed

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methods and procedure which the researcher employed in the study under the following headings: Research Design, Population of the study, Sample and Sampling Techniques, Instrumentation, Validity of the Instrument, Reliability of the Instrument, Pilot Testing, Procedure for Data Collection and Procedure for Data Analysis.

#### **3.2 Research Design**

Descriptive survey research design was used by the researcher for this study. This design was used because it permits the researcher to study small sample and later generalized the findings to the whole population. Osuala (2005) was of the view that in survey research small sample is studied and the findings are generalized to the entire population of the study.

#### **3.3 Population of the Study**

The population of this study comprised of all the nine thousand two hundred and twenty two 9222 stakeholders of the public senior secondary schools in Niger State across the 7 Educational Zones in Niger State. According to the statistical data from Planning, Research and Statistics Department (PRSD), Niger State Ministry of Education, Minna(2017). However, the

distribution of the Population includesthree hundred and eighty-seven 387 principals, 8613 teachers and 222 supervisors as presented in table 3.1

**Table 3.1 Shows Population for this Study**

<b>S/NO</b>	<b>Educational Zones</b>	<b>Principals</b>	<b>Teachers</b>	<b>Supervisors</b>	<b>Total</b>
1	Bida	75	1,701	42	1818
2	Kutigi	53	1,061	29	1143
3	Minna	73	1,947	53	2073
4	Suleja	66	1,246	31	1343
5	Borgu	38	810	20	868
6	Kontagora	35	936	23	994
7	Rijau	47	912	24	983
<b>Total</b>		<b>387</b>	<b>8613</b>	<b>222</b>	<b>9222</b>

**Source: Planning, Research and Statistic Department, Ministry of Education, Niger State(20018)**

### **3.4 Sample and Sampling Techniques**

Sample size for this study consists of the 3 educational zones namely; Kutigi, Suleja and Borgu representing 30% of the 7 educational zone were randomly selected using simple random sampling method. This is in line with Olaniyiwola (2007) postulation that; in descriptive research, 10-30%

sample size of the total population is adequate to represent the entire population. Hence, the sample size of three hundred and sixty three (363) was adopted. This was by relying on Research Advisor's (2006) table of sample size, which indicates that, where the exact population for your study is not there the next higher population with its corresponding sample size should be picked.

In distributing the sample size of the study, purposive sampling technique otherwise known as judgmental sampling technique was used. This was in line with the views of Awotunde and Ugudulunwa (2004) that purposive sampling technique as a non-probability sampling technique allows the researcher to select a sample that appears to him as being representative of the population defined by the research problem. Based on this, forty five principals (45), two hundred and ninety three teachers (293) and twenty five supervisors (25) in line with their respective population in the zones were selected. Details of the selected sample size for this study and their distribution are presented in the table 3.2.

**Table 3.2 table shows sample size of stakeholders**

Educ Zones		Principals		Teachers		Supervisors	
S/N		Pop.	Sample	Pop.	Sample	Pop.	Sample
1.	Kutigi	53	15	347	104	29	9
2.	Suleja	60	15	532	159	31	10
3.	Borgu	38	15	96	30	20	6
<b>Total</b>		<b>157</b>	<b>45</b>	<b>975</b>	<b>293</b>	<b>80</b>	<b>25</b>

### 3.5 Instrumentation

The instrument that is used by the researcher to collect data for this study was structured questionnaire. The instrument comprises of six(56) structured items on the impact of training programmes on the job performance of secondary schools teachers in Niger State. Section one of the questionnaires is demographic data of the respondents which included; name of the educational

zones, location of the school, designation, nature, gender and teaching experience of respondents while the remaining sections B-F are made up of item statements to answer the research questions. More so, the items were structured on a five (5) point Likert scale, ranging from Strongly Agreed(SA), Agreed(A), Undecided(UD), Strongly Disagreed(SD) and Disagreed(D).

### **3.5.1 Validity of the Instrument**

The instrument was given to specialists in educational administration and planning for face and criterion validation. Based on their advice and observations, some questions were modified, some dropped and others added in order to make the instrument valid before providing the final copy. This is in line with Oredien's (2004) view that, the validation of the content of questionnaire items by experts is an important criteria for every researcher to accomplish in a descriptive research.

### **3.5.2 Pilot Study**

In order to ascertain the reliability of the instrument, a pilot study was conducted in (2) other senior secondary schools in Niger State that are not part of the sampled schools which includes; Limawa Day Secondary School and Army Day Secondary School. a total of 35 questionnaire were administered for the purpose of the pilot study, test re test method was used for the pilot study at an interval of two weeks. Probability level of the pilot study result was placed at  $<0.05$  Significance.

### **3.5.3 Reliability of the Instrument**

The reliability of the instrument was ascertained through subjecting the data collected from the pilot study to statistical analysis using Pearson moment correlation coefficient (PPMC) at 0.05

levels of significance. To get the internal consistency of the instrument, a reliability coefficient 0.82 was obtained. According to Maruf and Aliyu (2003) when a reliability coefficient obtained is at 0.7 and above the instrument is generally considered good and reliable. Therefore, this means that the instrument is reliable to measure what it is expected to measure.

### **3.6 Procedure for Data Collection**

The researcher personally administered the instruments with the help of research assistants using on the spot method of instrument administration. The researcher briefly informed the respondents of the need to be honest with the information required from them to answer the 56 items statement on the self-designed questionnaire developed by the researcher. Each of the respondents was served with a copy of the instrument and after they were responded to by the sample population the instruments were later retrieve by the researcher and his assistants.

### **3.7 Method of Data Analysis**

The data collected through the questionnaire for this study was analyzed using the statistical package for social sciences (SPSS) which was used to generate the frequency and percentage of the scores for further analysis. Nevertheless, frequency counts and simple percentage was used to analyse demographic data, mean as well as standard deviation to answer the research questions. The inferential statistic of the ANOVA F(one way analysis of variance) at 0.05 level of significance was adopted to test the (5) hypothesis of the study. According to Gelman (2005) One-way analysis of Variance (ANOVA) provides a statistical test of whether or not the mean of several groups are equal.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1. Introduction**

This chapter deals with the presentation, analysis and discussion of the data collected. The data were analyzed and presented based on the respondents' opinion on each item statement. A total of 45 copies of the questionnaires were distributed to principals and all of the 45 copies were retrieved, 293 copies of the questionnaire were distributed to teachers but only 266 copies were returned, while 25 copies were distributed to supervisors and all the 25 copies were retrieved. Hence in total of 363 copies of the questionnaires were issued to the respondents, but only 336 copies were retrieved.

The analysis was, therefore, based on the data gathered from the above-mentioned number of the questionnaires returned. The bio-data of the respondents were presented in simple percentage and frequencies in tabular form. The research questions were answered using weighted

mean of 3.0. Moreover, the research hypotheses were tested using one-way analysis of variance (ANOVA). Major findings and the general discussions of the findings were presented based on the result of the data analyzed.

## 4.2 ANALYSIS OF BIO-DATA OF RESPONDENTS

Table 4.1 shows personal information of the respondents and is presented in frequencies and simple percentages.

Table 4.1: **Bio-Data of Respondent**

S/No	Bio-Data	Category	Freq.	Percentage	Cumm. Freq.
1.	Status	Principal	45	12.9	12.9
		Teacher	293	80	93.1
		Supervisor	25	6.9	100
2.	Gender	Male	213	58.7	58.7
		Female	150	41.3	100
3.	Qualification	NCE	181	49.9	49.9
		B.ED	94	25.9	75.8
		M.ED	63	17.4	93.2
		Others	25	6.9	100

From table 4.1, the status of the respondents show 45 representing (12.9%) are principals, 293 representing (80%) are teachers and 25 representing (6.9%) are supervisor. On Gender, 213 representing (58.7%) are male, 150 representing (41.3%) are female. On Qualification, 181



representing (49.9%) had NCE, 94 representing (25.9%) had B.ED, 63 representing (17.4%) had M.ED and 25 representing (6.9) had other qualifications.

#### **4.3 ANSWERS TO RESEARCH QUESTIONS**

In an attempt to answer the research questions a weighted mean of 3.0 also known as decision mean was used to determine the acceptability or rejection of the research questions by the respondents. When the mean score is less than 3.0 the item statement is rejected, but when the mean score is 3.0 and above, the item statement is accepted. This is further illustrated below:

SA=5 Points,

A=4 Points,

UD=3 points,

D= 2 Points,

SD=1 point

$$\frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} = 3.0$$

#### 4.3.1 Research Question One: What Are the Influence of Seminar Programmes on Job Performance of Secondary School Teachers in Niger State?

This section covers item 1-10 of the questionnaire on the influence of seminar programmes on job performance of secondary school teachers in Niger state,

**Table 4.2: Mean Scores of Respondents on the Influence of Seminar Programmes on Job Performance of Secondary School Teachers in Niger State. Details Are in 4.2**

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
1	Teacher attends seminar programmes regularly.	Principal	2	5	-	20	12	39	4.0
		Teacher	5	10	-	210	72	297	4.2
		Supervisor	10	18	-	10	4	42	3.7
2	Seminar enables teacher to present clear activities to stimulate learning.	Principal	-	6	-	30	3	39	3.8
		Teacher	20	20	-	200	57	297	2.3
		Supervisor	-	10	-	20	12	42	2.8
3	Seminar programme influences teacher to establish clear rules and regulation to forestall unwarranted behaviour from student.	Principal	5	10	1	20	3	39	4.1
		Teacher	19	28	-	160	90	297	3.2
		Supervisor	10	8	-	24	-	42	3.3
4	Organizing seminar programmes for teachers on classroom management enable them to determine desirable behaviour in the classroom.	Principal	3	6	-	27	3	39	3.2
		Teacher	29	18	5	207	46	297	4.5
		Supervisor	10	13	-	20	5	42	2.6
5	Seminar programmes do guide teacher on the strategies of establishing order in the classroom.	Principal	5	-	-	11	23	39	4.1
		Teacher	8	13	2	229	45	297	4.0
		Supervisor	9	11	6	16	-	42	3.8

6	Seminar programmes enhance teacher attitude that encourage effective classroom management.	Principal	6	6	2	13-	12	39	4.0
		Teacher	9	38	-	154	78	297	3.4
		Supervisor	-	14	3	25	10	42	2.0
7	Seminar programmes do not enhance teacher's performance generally	Principal	2	7	2	12	16	39	4.3
		Teacher	27	28	7	135	100	297	3.9
		Supervisor	8	8	-	17	15	42	3.9
8	Teachers' seminar programmes enable them to use varieties of activity to appeal to student interest	Principal	8	-	1	20	10	39	3.4
		Teacher	31	14	6	244	2	297	3.3
		Supervisor	-	15	2	17	8	42	3.3
9	Seminar programmes promotes teacher interest in maintaining conducive teaching-learning environment.	Principal	10	-	-	25	4	39	3.9
		Teacher	27	22	-	190	58	297	4.8
		Supervisor	-	12	-	30	6	42	3.6
10	Through regular seminar programme, teachers knowledge is updated	Principal	2	-	-	29	8	39	3.9
		Teacher	73	96	15	105	58	297	4.0
		Supervisor	-	9	-	24	15	42	3.8

Table 4.2 reveals the views of principals, teachers and supervisors on the impacts of seminar programmes on job performance of secondary school teachers in Niger state.

Item 1 was to find out if teachers attend seminar programmes regularly. The response of the respondents show that it was retained by all the respondents with principals having mean score of 4.0, teachers 4.2 and supervisor 3.7. This implies that the item statement was unanimously accepted by all the respondents.

Item 2 showed the opinion of respondents on whether seminar programmes enables teacher to present clear activities to stimulate learning, it reveals that only principals have mean score of 3.8 which indicates acceptance, teachers and supervisors have 2.2 and 2.8 respectively which indicate rejection.

Item 3 revealed the views of respondents on Seminar programme influences teacher to establish clear rules and regulation to forestall unwarranted behaviour from student was retained by all the respondents with the mean score for principals 4.1 teacher 3.2 and supervisor 3.3, which implies that the item statement was accepted by all.

Item 4 was on whether organizing seminar programmes for teachers on classroom management enable them to determine desirable behaviour in the classroom. The result indicated

acceptance by the principals and teachers but rejected by the supervisors with the mean score of 3.2, 4.5, and 2.6 respectively. This indicated acceptance.

Item 5 was to find out if Seminar programmes do guide teacher on the strategies of establishing order in the classroom. The mean score for principals 4.1, teachers 4.0 and supervisors 3.8 was obtained which imply that the item statement was generally accepted by all.

Item 6 was on whether Seminar programmes enhance teacher attitude that encourage effective classroom management. It showed that principals had mean score of 4.0, teachers 3.4 which imply acceptance by the respondents but was rejected by supervisors with the mean score of 2.0.

Item 7 was on whether Seminar programmes do not enhance teacher's performance generally was accepted by all the respondents with the respective mean scores of 4.3, 3.9, and 3.9 for principal, teachers, and supervisors. This implies that the respondents were unanimous in their opinion that seminar does not enhance teacher performance in all aspects.

Item 8 sought to find out whether Teachers' seminar programmes enable them to use varieties of activity to appeal to student interest have the mean score of 3.4, 3.3 and 3.3 for principals, teachers and supervisors accordingly indicating acceptance of the item statement by all the respondents.

Item 9 on whether Seminar programmes promotes teacher interest in maintaining conducive teaching-learning environment was similarly accepted by the respondents with the means score of 3.9, 4.8 and 3.6 for principals, teachers and supervisors respectively.

Item 10 was to find out whether through regular seminar programme, teachers knowledge is updated the responses indicated acceptance by principals, teachers and supervisors with the corresponding mean score of 3.9, 4.0 and 3.8 for principals, teachers and supervisors respectively.

By the analysis of table 4.2, it was revealed that seminar programmes organized regularly enhanced the job performance especially on the ways to improve on classroom management by teachers of secondary schools in Niger State, Nigeria.

#### **4.3.2: Research Question Two: How Does Study Circle Programmes Influence on Job Performance of Secondary School Teachers in Niger State?**

This section contained item 11-20 is on the influence of Circle Programmes on Job Performance of Secondary School Teachers in Niger State.

**Table 4.3: Mean Scores of Respondents on Influence of Circle Programmes on Job Performance of Secondary School Teachers in Niger State. Details of the Responses are Captured on Table 4.3**

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
11	Study circle enables teachers to support student to organize idea on their own.	Principal	2	5	-	22	10	39	4.4
		Teacher	5	20	2	168	102	297	4.0
		Supervisor	10	-	4	22	4	42	3.6
12	Study circle programmes influence Teachers to use attention gaining activities while teaching.	Principal	29	7	-	-	3	39	2.8
		Teacher	20	220	-	20	37	297	2.9
		Supervisor	20	10	-	-	12	42	3.5
13	Study circle programmes encourage teachers to apply a combination of teaching method in classroom	Principal	5	10	1	20	3	39	2.3
		Teacher	9	8	-	170	110	297	4.4
		Supervisor	10	8	-	24	-	42	3.7
14	Study circle training programmes do not enhance teacher 's performance in methods of teaching.	Principal	3	6	-	27	3	39	3.2
		Teacher	32	15	5	227	21	297	4.2
		Supervisor	10	3	-	25	4	42	3.0

15	seminar programmes enable teacher to dominates most part of the lesson.	Principal	5	10	1	-	23	39	3.8
		Teacher	108	113	2	29	45	297	4.3
		Supervisor	27	11	4	-	-	42	3.4
16	Teachers who attend study circles do not use illustrations to explain topics been taught.	Principal	16	18	-	3	2	39	2.0
		Teacher	154	42	-	5	78	297	2.3
		Supervisor	35	7	-	-	-	42	2.9
17	Study circle programmes influence teachers to plan any method of teaching before using it in the classroom.	Principal	10	15	1	7	6	39	3.7
		Teacher	127	128	7	35	-	297	3.9
		Supervisor	8	8	-	17	9	42	4.0
18	Study circles do not enhance teachers' ability to select appropriate teaching methods for every lesson.	Principal	8	12	1	-	18	39	3.7
		Teacher	81	164	6	44	2	297	3.9
		Supervisor	17	15	-	2	8	42	3.3
19	Teachers attend study circle training programmes regularly.	Principal	5	5	-	25	4	39	3.9
		Teacher	17	32	-	170	78	297	2.9
		Supervisor	-	12	-	30	6	42	3.3
20	Study circle programme provide teachers with opportunity to familiarise with new trend in teaching	Principal	2	-	-	26	11	39	3.4
		Teacher	73	96	-	120	58	297	3.7
		Supervisor	3	6	-	24	9	42	3.4

Table 4.3 reveals the views of principal, teachers and supervisors on impacts of circle programmes on job performance of secondary school teachers in Niger state,

Item 11 revealed the opinion of respondents on whether Study circle enables teachers to support student to organize idea on their own. The item statement was retained by all the respondents with principals having mean score of 4.4, teachers' 4.0 and supervisor 3.6. This implies that the item statement was unanimously accepted by all the respondents.

Item 12 showed the opinion of respondents on whether Study circle programmes influence Teachers to use attention gaining activities while teaching. It revealed that principals have mean score of 2.8, teachers 2.9 which indicate rejection but supervisors mean score of 3.5 indicted that retention of the item statement.

Item 13 was to find out whether Study circle programmes encourage teachers to apply a combination of teaching method in classroom was rejected by principals having 2.3 mean score. The item statement was however retained by all other respondents with the mean score for teacher 4.4 and supervisor 3.7, which implies that the item statement was accepted.

Item 14 showed the response of respondents on whether Study circle training programmes do not enhance teachers' performance in methods of teaching was also accepted by the principals, teachers and the supervisors with the mean score of 3.2, 4.2, and 3.0 respectively. This indicated study circle programme is not effective in enhancing teacher method of teaching.

Item 15 attempted to find out whether seminar programmes enable teacher to dominate most part of the lesson. The result showed mean score for principals 3.8, teachers 4.3 and supervisors 3.4 which imply that the item statement was accepted by all.

Item 16 was on whether Teachers who attend study circles do not use illustrations to explain topics been taught. The result showed that principals had mean score of 2.0, teachers 2.3 and supervisors 2.9 which imply rejection by the respondents generally which indicated that seminar programme enable teachers to use illustration appropriately.

Item 17 was on whether Study circle programmes influence teachers to plan any method of teaching before using it in the classroom. The item statement was accepted by all the respondents with the respective mean scores of 3.7, 3.9, and 4.0 for principal, teachers, and supervisors.

Item 18 was to find out whether Study circles do not enhance teachers' ability to select appropriate teaching methods for every lesson the result revealed the mean score of 3.7, 3.9 and 3.3 for principals, teachers and supervisors, accordingly it indicate acceptance of the item statement by all the respondents.

Item 19 was on whether teachers attend study circle training programmes regularly, similarly accepted by two of the respondents namely principals and supervisors with the mean scores of 3.9, and 3.3 respectively while it was rejected by teachers with 2.9 mean score.

Item 20 was on whether study circle programme provides teachers with the opportunity to familiarize with new trend in teaching methods, the result revealed that principals, teachers and

supervisors have the corresponding mean score of 3.4, 3.7 and 3.4 respectively indicating unanimous retention of the item statement.

By the analysis of table 4.3, it was revealed that study circle programmes impacted positively on the job performance with special emphasis on the method of teaching by teacher of secondary school in Niger State

#### **4.3.3: Research Question Three: To What Extent Do Symposium Programmes Influence on Job Performance of Secondary School Teacher in Niger State?**

This section contained item 21-30 is on the Influence of Symposium Programmes on Job Performance of Secondary School Teacher in Niger State

**Table 4.4: Mean Scores of Respondents on Influence of Symposium Programmes on Job Performance of Secondary School Teacher in Niger State. Details of Responses are Captured in table 4.4**

SN	Statement items	Respondent	SA	A	UD	D	SD	N	MEAN
21	Symposium programmes provide teachers with ideas that enrich their knowledge of subject matter.	Principal	24	10	-	-	5	39	3.9
		Teacher	173	22	-	-	102	297	3.6
		Supervisor	10	12	-	10	10	42	3.2
22	Teachers who attend symposium programmes organize lesson content in good sequence.	Principal	29	7	-	-	3	39	3.3
		Teacher	10	30	-	190	67	297	3.4
		Supervisor	5	-	-	25	12	42	4.1
23	Symposium training programmes on knowledge of subject matter enhances teacher 'sclassroom activities.	Principal	5	10	-	21	3	39	4.0
		Teacher	9	8	-	160	123	297	4.1
		Supervisor	10	8	-	30	-	42	3.4
24	Teacher attends symposium programmes on regularly.	Principal	3	6	-	27	3	39	3.9
		Teacher	32	13	-	232	20	297	2.2
		Supervisor	10	-	-	28	10	42	3.2
25	Symposium training does not impact on teachers understanding of concepts and topics.	Principal	5	10	1	-	23	39	4.1
		Teacher	8	90	2	129	68	297	4.0
		Supervisor	27	11	-	-	4	42	3.6



26	Symposium programmes enable teacher to be able to ascertain the implication of certain content of the subject matter.	Principal	16	18	-	3	2	39	4.5
		Teacher	154	42	-	5	96	297	4.9
		Supervisor	35	7	-	-	-	42	4.0
27	Symposium training programmes equip teachers on scholarly definition about their subject matter	Principal	10	16	-	7	6	39	3.2
		Teacher	120	135	7	35	-	297	4.0
		Supervisor	10	6	-	17	9	42	4.3
28	Teachers who attend symposium programmes are able to respond appropriately to questions from student.	Principal	8	12	1	-	18	39	3.5
		Teacher	31	64	6	144	55	297	3.7
		Supervisor	17	15	-	2	8	42	3.3
29	Symposium training programme enhance teachers quality of teaching.	Principal	5	5	-	25	4	39	4.0
		Teacher	15	32	-	170	80	297	3.8
		Supervisor	-	12	-	30	-	42	3.9
30	Symposium affords teachers the opportunity to solve teaching difficulties	Principal	2	-	-	26	11	39	3.0
		Teacher	73	96	-	120	58	297	4.1
		Supervisor	3	4	-	26	15	42	2.9

Table 4.4 was on impacts of symposium programmes on job performance of secondary school teachers in Niger state,

Item 21 was to find out whether Symposium programmes provide teachers with ideas that enrich their knowledge of subject matter the result revealed that it was retained by the respondents with principals having mean score of 3.9, teachers 3.6 and supervisor 3.2. This implies acceptance of the item statement by all the respondents.

Item 22 showed the views of respondents on whether teachers who attend symposium programmes organize lesson content in good sequence. From the responses of the respondents, the item statement was accepted by all the respondents with principals having mean score of 3.3, teachers 3.4 and supervisors 3.5 which indicate acceptance.

Item 23 sought to find out whether Symposium training programmes on knowledge of subject matter enhances teacher's classroom activities. The item statement was retained by all the respondents with the mean score of principals 4.0 teacher 4.1 and supervisor 3.4, which implies that the item statement was accepted by all.

Item 24 was to find out if teachers attend symposium programmes on regularly the result indicated that the item statement was also accepted by the principals, supervisors with the mean

score of 3.9, and 3.2 respectively but rejected by teachers with 2.2 mean score. This indicated acceptance.

Item 25 to find out if Symposium training programmes do impact on teachers understanding of concepts and topics the results showed the mean score for principals 4.1, teachers 4.0 and supervisors 3.6 which imply it was accepted by all.

Item 26 Symposium programmes enable teacher to be able to ascertain the implication of certain content of the subject matter. The result showed that principals had mean score of 4.5, teachers 4.9 and supervisors 4.0 which imply acceptance by the respondents.

Item 27 was on whether Symposium training programmes equip teachers on scholarly definition about their subject matter revealed acceptance by all the respondents with the respective mean scores of 3.2, 4.0, and 4.3 for principal, teachers, and supervisors.

Item 28 was on if teachers who attend symposium programmes are able to respond appropriately to questions from student the response revealed the mean score of 3.5, 3.7 and 3.3 for principals, teachers and supervisors accordingly indicating acceptance of the item statement by all the respondents.

Item 29 was to find out whether Symposium training programme enhance teachers quality of teaching. The item statement was similarly accepted by the respondents with the means score of 4.0, 3.8 and 3.9 for principals, teachers and supervisors respectively.

Item 30 was on if Symposium programmes afford teachers the opportunity to solve teaching difficulties, the result of respondent showed that the item statement was accepted by principals, teachers with the corresponding mean score of 3.0, 4.1 and rejected by supervisors having a mean score of 2.9 .

By this analysis of table 4.4, it was revealed that symposium programmes enriched teachers with ideas that improved their job performance in secondary school in Niger State

#### **4.3.4: Research Question Four: What Influence Do Conference Programmes Have on Job Performance of Secondary School Teacher in Niger State?**

This section contained item 31- 40 on the influence of conference programmes on the job performance of secondary School teacher in Niger State.

**Table 4.5: Mean Scores of Respondents on the Influence of Conference Programmes on the Job Performance of Secondary School Teacher in Niger State. Details of the Responses are Captured on Table 4.5**

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
31	Teachers attend conference on how to use instructional materials regularly	Principal	29	7	-	-	3	39	4.1
		Teacher	20	220	-	-	57	297	3.8
		Supervisor	20	10	-	-	12	42	3.4
32	Conference programmes on instructional materials enhances time management by teachers in the classroom.	Principal	5	10	1	20	3	39	4.3
		Teacher	19	28	-	160	90	297	4.9
		Supervisor	10	8	-	26	-	42	3.5
33	Conference programmes on how teachers use instructional materials enables them to support lesson with clear illustrations.	Principal	3	6	-	27	3	39	2.9
		Teacher	29	18	5	207	38	297	4.2
		Supervisor	10	13	-	19	-	42	3.8
34	Teachers conference on instructional materials allows them to overcome difficulties in presenting certain complex topics.	Principal	10	16	-	7	6	39	3.4
		Teacher	120	135	7	35	-	297	4.4
		Supervisor	10	6	-	17	9	42	4.2
35	Conference on Instructional materials usage guarantee faster teaching and learning process	Principal	8	12	1	9	9	39	4.1
		Teacher	31	64	6	144	52	297	3.8
		Supervisor	17	15	-	2	9	42	3.9
36	Conference programme guarantee effective usage of instructional materials by the teachers	Principal	8	12	1	-	18	39	4.2
		Teacher	81	164	6	44	2	297	4.5
		Supervisor	17	15	-	2	8	42	4.1

37	Teachers who attend conference programmes on use of instructional materials use various instructional materials in teaching	Principal	10	-	-	25	4	39	3.0
		Teacher	27	22	-	190	58	297	3.4
		Supervisor	-	12	-	30	-	42	4.2
38	Conference programmes do not enhance teachers choice of instructional materials in every lesson	Principal	2	-	-	29	8	39	2.4
		Teacher	73	96	15	105	8	297	2.8
		Supervisor	-	9	-	24	9	42	2.8
39	Teacher s who attend conference programmes hardly use instructional materials to support their lesson	Principal	5	-	-	11	23	39	3.9
		Teacher	8	13	2	229	43	297	4.9
		Supervisor	9	11	6	16	-	42	4.3
40	Teachers apply outcomes of conference programme in their classroom	Principal	6	6	2	13-	12	39	2.6
		Teacher	9	38	-	154	78	297	4.3
		Supervisor	-	14	3	25	10	42	2.8

Table 4.5 was on the impacts of conference programmes on job performance of secondary school teachers in Niger state,

Item 31 was to find out if teachers attend conference on how to use instructional materials regularly the responses revealed that it was retained by the respondents with principals having mean score of 4.1, teachers 3.8 and supervisor 3.4. This implies acceptance of the item statement by the respondents.

Item 32 was on whether Conference programmes on instructional materials enhance time management by teachers in the classroom. The result showed that principals have mean score of 4.3, teachers 4.9 and supervisors 3.5 which indicate acceptance.

Item 33 was to find out if Conference programmes on how teachers use instructional materials enable them to support lesson with clear illustrations the result showed that the item statement was retained by two of the respondents with the mean score of teacher 4.2 and supervisor 3.8, while it was rejected by principals with 2.9 mean score.

Item 34 was on whether Teachers conference on instructional materials allows them to overcome difficulties in presenting certain complex topics. The item statement was generally accepted by the principals, supervisor and teachers with the mean score of 3.4, 4.4 and 4.2 respectively. This indicated acceptance of the item statement.

Item 35 was to find out if Conference on Instructional materials usage guarantee faster teaching and learning process the result revealed the mean score for principals 4.1, teachers 3.8 and supervisors 3.9 which imply that it was accepted by all.

Item 36 was on whether Conference programmes guarantee effective usage of instructional materials by the teachers it showed that principals had mean score of 4.2, teachers 4.5 and supervisors 4.1 which imply acceptance by all the respondents.

Item 37 was on if teachers who attend conference programmes on use of instructional materials use various instructional materials in teaching the item statement was accepted by all the respondents with the respective mean scores of 3.0, 3.4, and 4.2 for principal, teachers, and supervisors.

Item 38 was on whether Conference programmes do not enhance teachers choice of instructional materials in every lesson have the mean score of 2.4, 2.8 and 2.8 for principals, teachers and supervisors accordingly indicating rejection of the item statement by all the respondents.

Item 39 was on whether teachers who attend conference programmes hardly use instructional materials to support their lesson was similarly accepted by the respondents with the means score of 3.9, 4.9 and 4.3 for principals, teachers and supervisors respectively.

Item 40 Teachers apply outcomes of conference programme in their classroom the item statement was accepted by principals and supervisors but rejected by teachers with the corresponding mean score of 4.6, 4.3 and 2.3 respectively.

By the analysis of table 4.5, it was revealed that conference programmes have equipped teachers with better knowledge on the use of instructional material which made teachers to improve on their job performance in secondary schools in Niger State

#### 4.3.5: Research Question Five: What are the Influence of Workshop Programmes on Job Performance of Secondary School Teachers in Niger State?

This section contained item 41-50 on the influence of workshop programmes on job performance of secondary school teachers in Niger State.

**Table 4.6: Mean Scores of Respondents on the Influence of Workshop Programmes on Job Performance of Secondary School Teachers in Niger State. Details of Responses were Captured on Table 4.6**

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	MEAN
41	Teacher attend workshop training programme on record keeping in schools regularly.	Principal	10	-	-	25	4	39	3.8
		Teacher	27	22	-	190	58	297	3.9
		Supervisor	-	12	-	30	6	42	3.1
42	Workshop programme on record keeping enables teacher to monitor the progress of individual student in the class.	Principal	16	18	-	3	2	39	4.0
		Teacher	154	42	-	5	78	297	4.6
		Supervisor	35	14	3	-	-	42	3.6
43	Workshop programme on record keeping enables teachers to be familiar with the school activities.	Principal	10	16	-	7	6	39	2.9
		Teacher	120	135	7	35	-	297	4.0
		Supervisor	10	6	-	17	15	42	3.6
44	Teacher who attends workshop training maintain efficient records of activities in the school.	Principal	2	5	-	20	12	39	3.3
		Teacher	5	10	-	210	64	297	4.3
		Supervisor	10	18	-	4	2	42	3.3
45	Workshop training programme does not promote teachers awareness of their responsibility in the school.	Principal	-	6	-	30	3	39	3.7
		Teacher	20	20	-	200	57	297	4.0
		Supervisor	-	10	-	20	18	42	3.8

46	Workshops programme on record keeping enhances the maintenance of accurate information about students' conditions by teachers.	Principal	8	12	1	-	9	39	2.9
		Teacher	81	164	6	44	2	297	1.7
		Supervisor	17	15	-	2	14	42	4.1
47	Workshop training facilitates teachers adherenceto guidelines of operation in the school.	Principal	5	10	1	20	3	39	2.6
		Teacher	19	28	-	160	90	297	3.7
		Supervisor	10	8	-	30	-	42	4.1
48	Teachers who attend workshops training programmes on record keeping use several medium such as; files, books, diskettes e.t.c to keep records in the school	Principal	5	5	-	25	4	39	3.4
		Teacher	17	32	-	170	78	297	4.4
		Supervisor	-	12	-	30	6	42	3.5
49	Workshops on record keeping encourage teachers to plan their lesson properly	Principal	2	-	-	26	11	39	3.9
		Teacher	73	96	-	120	58	297	4.7
		Supervisor	3	6	-	24	15	42	3.8
50	Workshop programmes enables teachers to cross fertilize ideas	Principal	5	5	-	25	4	39	2.1
		Teacher	17	32	-	170	78	297	1.5
		Supervisor	-	12	-	30	6	42	2.8

Table 4.6 was on impacts of workshop programmes on job performance of secondary school teachers in Niger state,

Item 41 was on whether teachers attend workshop training programme on record keeping in schools regularly. The result revealed that it was retained by the respondents with principals having mean score of 3.8, teachers 3.9 and supervisor 3.1. This implies acceptance of the item statement by the respondents.

Item 42 was on whether Workshop programme on record keeping enables teacher to monitor the progress of individual student in the class the item statement showed that principals have mean score of 4.0, teachers 4.6 and supervisors 3.6 which indicate acceptance.

Item 43 was to find out if Workshop programme on record keeping enables teachers to be familiar with the school activities. The item statement was retained by two of the respondents with the mean score for teacher 4.0 and supervisor 3.6, while it was rejected by principals 2.9 mean score.

Item 44 was on whether teachers who attend workshop training programmes maintain efficient records of activities in the school. The result showed that the item statement was also

accepted by the principals, supervisor and teachers with the mean score of 3.3, 4.3 and 3.3 respectively.

Item 45 was on whether workshop training programmes do not promote teachers awareness of their responsibility in the school the result had mean scores for principals 3.7, teachers 4.0 and supervisors 3.8 which imply it was accepted by all.

Item 46 was on whether Workshops programmes on record keeping enhances the maintenance of accurate information about students' conditions by teachers. The result showed that principals had mean score of 2.9, teachers 1.7 which indicate rejection of the item statement while supervisors had the mean score of 4.1 implying acceptance by the respondents.

Item 47 was to find out if Workshop training facilitates teachers adherence to guidelines of operation in the school the response to the item statement revealed that it rejected by principal having the mean score of 2.6 while it was accepted by other respondents with the respective mean scores of 3.7, and 4.1 for teachers, and supervisors respectively.

Item 48 was on whether teachers who attend workshops training programmes on record keeping use several medium such as; files, books, diskettes e.t.c to keep records in the school the result revealed the mean score of 3.4, 4.4 and 3.5 for principals, teachers and supervisors accordingly indicating acceptance of the item statement by all the respondents.

Item 49 was on whether Workshops on record keeping encourage teachers to plan their lesson properly revealed acceptance by the respondents with the mean score of 3.9, 4.7 and 3.8 for principals, teachers and supervisors respectively.

Item 50 was to find out whether Workshop programmes enables teachers to cross fertilize ideas was rejected by all the respondents with the corresponding mean score of 2.1, 1.5 and 2.8 for principals, teachers and supervisors.



By the analysis of table 4.6, it was revealed that workshop programmes on record keeping has improves teachers' capacity for students and classroom in secondary school in Niger State.

#### 4.4 Test of Null Hypotheses

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study were summarized and presented. Data obtained as responses from the respondents (principals, teachers, supervisors) from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significant and statistical package for social sciences (SPSS) was used to analyze the data. In all, five hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant set by the study ( at 0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

##### 4.4.1 Hypothesis I

**Hypothesis I (H01): There is no Significant Difference in the Opinions of Teachers, Principals and Supervisors on the Influence Of Seminar Programmes on the Job Performance of Secondary School Teachers in Niger State.**

Items covering this section were collected from items 1-10 in the questionnaire, the summary of data analyzed in respect of null hypothesis one are presented in table 4.7

**Table 4.7: Summary of One-Way Analysis of Variance (ANOVA) on the Influence of Seminar Programmes on the Job Performance of Secondary School Teachers in Niger State**

Seminar	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.022	2	.011	0.223	0.801
Within Groups	17.393	360	.048		
<b>Total</b>	<b>17.414</b>	<b>362</b>			

From table 4.8, the F-value is 0.223 and the P-value is 0.801 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of respondents on the impact of seminar programmes on classroom management of secondary school teachers in Niger state

#### 4.4.2 Hypothesis II

**Hypothesis II (H02): There is no Significant Difference in the Opinions of Stakeholders on the Influence of Study Circle Programmes on the Job Performance of Secondary School Teachers in Niger State.**

The responses of the respondents on the influence of study circle programmes on the job performance of secondary school teachers in Niger state, was collected from items statements 11-20, the summary of data analyzed in respect of null hypothesis two is presented in table 4.8

**Table 4.8: Summary of one-way Analysis of Variance (Anova) on the Influence of Study Circle Programmes on the Job Performance of Secondary School Teachers in Niger State.**

Study Circle	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.016	2	.008	0.148	0.863

Within Groups	20.061	360	.056
<b>Total</b>	<b>20.077</b>	<b>362</b>	

From table 4.9, the F-value is 0.148 and the P-value is 0.863 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of respondents on the impact of study circle programmes on the teaching methodology of secondary school teachers in Niger state..

#### 4.4.3 Hypothesis III

**Hypothesis III (H03): There is no Significant Difference in Opinions of Stakeholders on the Influence Of Symposium Programmes on the Job Performance of Secondary School Teachers in Niger State.**

The items of this section covers responses of the respondents to items 21-30 on the influence of symposium programmes on the job performance of secondary school teachers in Niger state, details of the summary of data analyzed in respect of null hypothesis three is presented in table 4.9

**Table 4.9: Summary of One-Way Analysis of Variance (ANOVA) on the Influence Of Symposium Programmes on the Job Performance of Secondary School Teachers in Niger State.**

Symposium	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.910	2	.455	3.154	0.044
Within Groups	51.936	360	.144		
<b>Total</b>	<b>52.846</b>	<b>362</b>			

From table 4.9, the F-value is 3.154 and the P-value is 0.044 at 0.05 levels of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinion of respondents on the influence of

symposium programmes on knowledge of subject matter of secondary school teachers in Niger state.

#### 4.4.4 Hypothesis IV

**Hypothesis IV(HO4): There is no Significant Difference in the Opinions of Stakeholders on the Impact of Conference Programmes on the Job Performance of Secondary School Teachers in Niger State.**

Items covering this section were collected from items 31-40 on the response of the respondents on the influence of conference programmes on the job performance of secondary school teachers in Niger state, the summary of data analyzed in respect of null hypothesis four is presented in table 4.10

**Table 4.10: Summary of One-Way Analysis of Variance (ANOVA) on the Influence of Conference Programmes on the Job Performance of Secondary School Teachers in Niger State.**

<b>Seminar</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	3.128	2	1.564	1.143	0.320
Within Groups	492.625	360	1.368		
<b>Total</b>	<b>495.780</b>	<b>362</b>			

From table 4.11, the F-value is 1.143 and the P-value is 0.320 at 0.05 levels of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of respondents on the impact of conference programmes on the use of instructional material by secondary school teachers in Niger state.

#### 4.4.5 Hypothesis V

**Hypothesis V(HO5): There is no Significant Difference in the Opinions of on the Influence of Workshop Programmes on the Job Performance of Secondary School Teachers in Niger State.**

Items in this section covers items statement 41-50 of the questionnaire on the responses of the respondents on the influence of workshop programmes on record keeping by secondary school teachers in Niger state, the summary of data analyzed in respect of null hypothesis one is presented in table 4.11

**Table 4.11: Summary Of Analysis of Variance (ANOVA) on the Influence of Workshop Programmes on the Job Performance of Secondary School Teachers in Niger State.**

Workshop	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.672	2	.336	1.495	0.226
Within Groups	80.890	360	.225		
<b>Total</b>	<b>81.561</b>	<b>362</b>			

From table 4.12 the F-value is 1.495 and the P-value is 0.226 at 0.05 levels of significance.

Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinions of respondents on the influence of workshop programmes on record keeping in secondary school teachers in Niger state.

#### 4.5: Summary of Hypotheses Testing

The summary of the five Null Hypotheses tested for this study is hereby presented in table 4.12.

**Table 4.12: Summary of Null Hypotheses Tested**

S/N	H0 statement	Statistical Tool used	Result	Level of sig.	Decision
1	There is no significant difference in the opinions of teachers, principals and supervisors on the influence of seminar programmes on the job performance of secondary school teachers in Niger state.	Analysis of variance (ANOVA)	F-ratio is 0.223 While the p-value is 0.801	0.05	H01 was retained. This mean that there is no significant difference in the opinions of respondents
2	There is no significant difference in the opinions of stakeholders on the influence of study circle programmes on the job performance of secondary school teachers in Niger state.	Analysis of variance (ANOVA)	F-ratio is .0148 While the p-value is 0.863	0.05	H02 was retained. This mean that there is no significant difference in the opinions of respondents

3	There is no significant difference in opinions of stakeholders on the influence of symposium programmes on knowledge on the job performance of secondary school teachers in Niger state.	Analysis of variance (ANOVA)	F-ratio is 3.154 While the p-value is 0.044	0.05	H03 was rejected. This mean that there is significant difference in the opinions of respondents
4	There is no significant difference in the opinions of stakeholders on the influence of conference programmes on the job performance of secondary school teachers in Niger state.	Analysis of variance (ANOVA)	F-ratio is 1.143 While the p-value is 0.320	0.05	H04 was retained. this mean that there is no significant differences in the opinions of respondents
5	There is no significant difference in the opinions of stakeholders on the influence of workshop programmes on job performance of secondary school teachers in Niger state.	Analysis of variance (ANOVA)	F-ratio is 1.495 While the p-value is 0.226	0.05	H05 was retained. this mean that there is no significant difference in the opinions of respondents

#### 4.6 Summary of Major Findings

The findings of the study revealed that;

1. seminar programmes organized regularly enhanced teacher's job performance in secondary school in Niger State this is supported with the result of hypothesis I which showed F-ratio as 0.223 and the p-value as 0.801 at 0.05 level of significance
2. study circle programmes relatively impact positively on teachers' job performance in secondary school in Niger State, this is supported with the result of hypothesis II which showed F-ratio as 0.148 and the p-value as 0.863 at 0.05 level of significance
3. Symposium programmes enriched teachers with ideas that improved their job performance in secondary school in Niger State, this is supported with the result of hypothesis III which showed F-ratio as 3.154 and the p-value as 0.044 at 0.05 level of significance
4. conference programmes have equipped teachers with better knowledge of the use of instructional material which improved their job performance in secondary schools in Niger

State, this is supported with the result of hypothesis IV which showed F-ratio as 1.143 and the p-value as 0.320 at 0.05 level of significance

5. Workshop programmes on record keeping has improves teachers' capacity to manage students and classroom in secondary school in Niger State. this is supported with the result of hypothesis V which showed F-ratio as 1.495 and the p-value as 0.226 at 0.05 level of significance.

#### **4.7 Discussion of the Findings**

This study aimed at investigating the impact of training programme on the job performances of senior secondary teachers in Niger State, Nigeria. Its objectives were to assess the impact of seminar programme on the job performance of senior secondary schools in Niger state, Nigeria. To evaluate the influence of study circles programme on the job performance of senior secondary schools in Niger state Nigeria. Evaluates the influence of symposium programme on the job performance of senior secondary schools in Niger state Nigeria. Assess the impact of conference programme on the job performance of senior secondary schools in Niger state Nigeria and to determine the impact of workshop programme on the job performance of senior secondary schools in Niger state Nigeria.

The study showed that seminar programmes organized regularly enhanced teacher's job performance in secondary school in Niger State. The responses of the respondents generally revealed that seminar programmes enable teachers to effectively manage classroom in secondary school schools in Niger State. The study also shows that through seminars on classroom management, teachers' performance is enhanced in Secondary School in Niger State. This could be related to Steyn (2005) that opined that Organizing seminar programmes for teachers on classroom management enable them to determine desirable behaviour in the classroom in secondary schools

in Niger state. The study further confirms that seminar programme guide teachers on strategies of establishing order in the classroom in secondary schools in Niger State.

The study revealed that study circle programmes relatively impacted positively on teachers' job performance in secondary school in Niger State. There were some levels of consensus by respondents that study circle enables teachers to support students to generate ideas on their own in secondary schools in Niger State. However the study revealed that study circle programmes enhance teachers' methods of teaching in Secondary Schools in Niger State according to Mayer and Liody (2011) that study circle programme enable teachers to apply different methods of teaching in secondary schools in Niger State. However, the respondents disagreed that teachers attend study circle training programmes regularly in secondary schools.

This finding also established that symposium programmes enriched teachers with ideas that improved their job performance in secondary school in Niger State. Based on the unanimous agreement of respondents, it was revealed that symposium programmes enriched teachers with ideas that improved their job performance in secondary school in Niger State. It was also established that symposium programmes enable teachers to be able to ascertain the implication of certain content of the subject matter. This finding espoused the views of Mbwapbo (2005) that teachers who attend symposium programme are able to respond appropriately to questions from students in secondary schools in Niger state.

The study shows that study conference programmes have equipped teachers with better knowledge of the use of instructional material which improved their job performance in secondary schools in Niger State. The responses of the respondents revealed that. Conference programmes enriched teachers with ideas that improved their job performance in secondary school in Niger State. It was also established that teachers' conference on instructional materials enhances their



time management in the class. This is in line with the assertion of Bozimo (2002) that conference programmes on the use of instructional materials enables teachers to support lesson with clear illustrations as in the opinion of those that are able to respond appropriately to questions from students in secondary schools in Niger state.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is presented under the following sub-headings:

- Summary
- Conclusions
- Recommendations
- Suggestions for further study

#### **1.2 Summary**

This study was conducted to examine the Impact of Training Programmes on the Job Performance of Secondary School Teachers in Niger State, Niger State. In order to achieve the

objectives of the study, five specific objectives were raised, in line with these objectives, research questions and five null hypotheses were formulated. Related literatures were reviewed along with 10 empirical studies. Descriptive statistic research design was adopted for the study, a total of 363 respondents were sampled from the total population of 7826. A structured questionnaire was used to collect data from the respondents. The data collected were presented in table and were analyzed using weighted mean to answer the research questions. The five hypotheses were tested using One Way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 levels of significance. Descriptive statistic was used to analyze the bio- data of the respondents. The major findings of the study were; seminar programmes organized regularly enhanced teacher's job performance in secondary school in Niger State, circle programmes relatively impact positively on teachers' job performance in secondary school in Niger State, symposium programmes enriched teachers with ideas that improved their job performance in secondary school in Niger State, conference programmes have equipped teachers with better knowledge of the use of instructional material which improved their job performance in secondary schools in Niger State and Workshop programmes on record keeping has improves teachers' capacity to manage students and classroom in secondary school in Niger State.

### **5.3 Conclusions**

Based on the findings of this study, it can be concluded that:

1. Regular participation of teacher in seminars has added value to their job performance in secondary schools in Niger state
2. Circle programme is complimentary to seminar and contributed to teachers performance

3. Symposium creates avenue for teachers to update their knowledge base on new ideas relating to teaching and learning in secondary schools in Niger state.
4. Conferences provided avenue for teachers to relate and cross fertilize ideas on areas of teaching difficulties in Niger State
5. Workshop has contributed greatly in improving teachers job performance in secondary schools in Niger State

#### **5.4 Recommendations**

In view of findings, the following recommendations were made:

1. teachers should be constructively engaged during seminar to enable them participate fully with much commitment
2. Both the new and old teachers should be allowed to participate in circle programme so as to keep them abreast of current trends in educational practices
3. Symposiums should be organized regularly for teachers if possible termly in order to exchange ideas on areas that required immediate attention in the day to day practice of teaching.
4. Conferences should be organized based on the assessment need of the participants and should be directed at teachers performance needs
5. Every teacher should be given opportunity and enough motivation to participate in and during the conduct of a workshop programme

#### **5.5 Suggestions for Further Studies**

The researcher suggested the following areas for further studies;

1. A similar study should be conducted in other states within the northcentral zone in order to affirm or debunk the findings of this study.
2. A study should be conducted on the influence of Non- governmental organization intervention in the area of teacher training on the on academic performance of secondary school teachers in North Central Zone, Nigeria
3. A study should be conducted on the influence of other areas of training avenues that has not been capture in this research.

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**QUESTIONNAIRE ON THE IMPACT OF TRAINING PROGRAMMES ON THE JOB  
PERFORMANCE OF SECONDARY SCHOOL TEACHERS IN NIGER STATE, NIGER  
STATE.**

Educational Foundation and  
Curriculum Department,  
Faculty of Education,  
Ahmadu Bello University,  
Zaria.

Dear sir/madam

### REQUEST TO FILL A QUESTIONNAIRE

I wish to solicit for your kind assistance in collecting necessary data on above research topic. This research work is purely an academic exercise and the information provided will be treated with confidentiality.

Your honest response will help in improving impact of training on teacher performance in Niger state.

Thank you.

Yours sincerely

Ibrahim Nafiu

### SECTION "A"

#### Personal Data

##### 1. Name of EducationZone...

- (i) Borgu                      ( )
- (ii) Kutigi                    ( )
- (iii) Suleija                 ( )

##### 2. Location of School...

- i. Urban                      ( )
- ii. Rural                    ( )

##### 3. Designation of Respondent (Tick Appropriate)

- i. Principal                    ( )

ii. Teacher ( )

iii. Supervisor ( )

4. Nature of Appointment .....

i. Permanent ( )

ii. Temporary ( )

5. Gender of Respondent .....

i. Male ( )

ii. Female ( )

6. Teaching Experience.....

(i) 1-10 ( )

(ii) 11-20 ( )

(iii) 21&Above ( )

**Instruction:**

Tick (✓) in the appropriate column that relate to your opinion from section “B” to “F”

**SECTION “B”**

**1. Opinions of stakeholders on the impact of seminar programmes on the job performance of teachers’ in Niger state secondary schools.**

S/N	item statements	Strongly agree	Agree	Undecided	Strongly disagree	Disagree
1	Teacher attends seminar programmes regularly.					
2	Seminar enables teacher to present clear activities to stimulate learning.					
3	Seminar programme influences teacher to establish clear rules and regulation to forestall unwarranted behavior from student.					



4	Organizing seminar programmes for teachers on classroom management enable them to determine desirable behaviour in the classroom.					
5	Seminar programmes do not guide teacher on the strategies of establishing order in the classroom.					
6	Seminar programmes enhance teacher attitude that encourage effective classroom management.					
7	Seminar programmes do not enhance teacher's performance					
8	Teachers' seminar programmes enable them to use varieties of activity to appeal to student interest					
9	Seminar programmes promotes teacher interest in maintaining conducive teaching-learning environment.					
10	Through regular seminar programme, teachers knowledge is updated					

## SECTION C

### **Opinions of stakeholders on the impact of study circle training programmes on the job performance of teachers in Niger state secondary schools.**

S/N	Item statements	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
1	Study circle enables teachers to support student to organize idea on their own.					
2	Study circle programmes influence Teachers to use attention gaining activities while teaching.					
3	Study circle programmes encourage teachers to apply a combination of teaching method in classroom					
4	Study circle training programmes do not enhance teacher 's methods of teaching.					
5	seminar programmes enable teacher to dominates most part of the lesson.					
6	Teachers who attend study circles on do not use illustrations to explain topics been taught.					
7	Study circle programmes influence teachers to plan any method of teaching before using it in the classroom.					
8	Study circles do not enhance teachers ability to select appropriate teaching methods for every lesson.					
9	Teachers attend study circle training programmes on methods of teaching regularly.					
10	Study circle programme provide teachers with opportunity to familiarise with new trend in teaching					

# SECTION “D”

## Opinions of stakeholders on the impact of symposium programmes on job performance of teachers’ in Niger state secondary schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Symposium programmes provide teachers with ideas that enrich their knowledge of subject matter.					
2	Teachers who attend symposium programmes on knowledge of subject matter organize lesson content in good sequence.					
3	Symposium training programmes on knowledge of subject matter enhances teacher ‘sclassroomactivites.					
4	Teacher attends symposium programmes on knowledge of subject matter regularly.					
5	Symposium training on teacher ‘s knowledge of subject matter does not impact on their understanding of concepts and topics.					
6	Symposium programmes enable teacher to be able to ascertain the implication of certain content of the subject matter.					
7	Symposium training programmes equip teachers on scholarly definition about their subject matter					
8	Teachers who attend symposium programmes are able to respond appropriately to questions from student.					
9	Symposium training programmes on knowledge of subject matter enhance the teachers quality of teaching.					
10	Symposium affords teachers the opportunity to solve teaching difficulties					

# SECTION “E”

## Opinions of stakeholders on the impact of conference programmes on the job performance of teachers in Niger state secondary schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Teachers attend conference on how to use instructional materials regularly					
2	Conference programmes on instructional materials enhances time management by teachers in the classroom.					
3	Conference programmes on how teachers use instructional materials enables them to support lesson with clear illustrations.					
4	Teachers conference on instructional materials allows them to overcome difficulties in presenting certain complex topics.					
5	Conference on Instructional materials usage guarantee faster teaching and learning process					
6	Conference programme guarantee effective usage of instructional materials by the teachers					
7	Teachers who attend conference programmes on use of instructional materials use various instructional materials in teaching					
8	Conference programmes do not enhance teachers choice of instructional materials in every lesson					
9	Teacher s who attend conference programmes hardly use instructional materials to support their lesson					
10	Teachers apply outcomes of conference programme in their classroom					

# SECTION “F”

## Opinions of stakeholders on the impact of workshop programmes on the job performance of teachers in Niger state secondary schools.

S/N	Item Statements	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Teacher attend workshop training programme on record keeping in schools regularly.					
2	Workshop programme on record keeping enables teacher to monitor the progress of individual student in the class.					
3	Workshop programme on record keeping enables teachers to be familiar with the school activities.					
4	Teacher who attends workshop training on record keeping maintain efficient records of activities in the school.					
5	Workshop training proramme on record keeping does not promote teachers awareness of their responsibility in the school.					
6	Workshops programme on record keeping enhances the maintenance of accurate information about students' conditions by teachers.					
7	Workshop training on record keeping facilitates teachersadherence to guidelines of operation in the school.					
8	Teachers who attend workshops training programmes on record keeping use several medium such as; files, books, diskettes e.t.c to keep records in the school					
9	Workshops on record keeping encourage teachers to plan their lesson properly					
10	Workshop programmes enables teachers to cross fertilize ideas					

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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