

**IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON TEACHERS' ROLE
PERFORMANCE IN PRIMARY SCHOOLS IN KADUNA STATE, NIGERIA**

BY

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AHMADU BELLO UNIVERSITY,
ZARIA – NIGERIA**

AUGUST, 2021

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AHMADU BELLO UNIVERSITY,
ZARIA – NIGERIA**

AUGUST, 2021

DECLARATION

The researcher declares that this dissertation entitled, “Impact of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State, Nigeria” has been conducted by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Umami Haruna Tijjani

Date

CERTIFICATION

This dissertation entitled “Impact of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State, Nigeria” by Ummi Haruna Tijjani meets the regulations governing the award of Master of Education degree in Educational Administration and Planning of the Ahmadu Bello University, Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my children, Khadijah, Salma, Muhammad and Rahama, for their patience and understanding through this study. May Allah shower His blessings and mercies on them.

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ABSTRACT

The study examined the “Impact of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State, Nigeria”. Seven (7) research objectives were set to guide the study, which include to examine the impact of seminar on teachers’ role performance in primary schools in Kaduna State; examine the impacts of workshop on teachers’ role performance in primary schools in Kaduna State; ascertain the impacts of in-service on teachers’ role performance in primary schools in Kaduna State; find-out the impacts of induction on teachers’ role performance in primary schools in Kaduna State; ascertain the impacts of orientation on teachers’ role performance in primary schools in Kaduna State; investigate the impacts of conference training on teachers’ role performance in primary schools in Kaduna State; and determine mentoring on teachers’ role performance in primary schools in Kaduna State. Seven (7) research questions and seven (7) research hypotheses were formulated to guide the study, which were in line with the stated objectives of the study. Descriptive survey research design was used for the study. The population for the study was 28,782 respondents which comprised 24,122 primary school teachers, 4,242 head-teachers and 418 school supervisors in Kaduna State. Research Advisor’ Table was used to select 378 sample for the study. Also, Stratified random sampling technique was used to select 378 respondents for the study. Questionnaire was used to collect data for the study and descriptive statistics of frequency counts and simple percentage were used to analyze the bio-data of the respondents, while mean was used to answer the research questions. One-Way-Analysis of Variance (ANOVA) was used to test the six formulated hypotheses at the 0.05 level of significance. The findings of the study revealed that seminars help teachers to plan lessons, master subjects matter, control class and evaluate lesson which help to enhance their performance in primary schools in Kaduna State. The study also revealed that through workshop, teachers learn how to carry out formative evaluation of pupils and improvise instructional materials which help to enhance their performance in primary schools in Kaduna State. The study recommended that Primary school administrators should organize periodic seminars for teachers and employ the services of professionals and resource persons from universities or ministry of education to present papers and answer questions posed by teachers. This will help to improve the performance of teachers in primary schools. It also recommended that Kaduna State Government should allocate adequate funds for regular conducts of staff development programmes through workshops for primary schools teachers in the state. This will go a long way to improve their performance in the schools.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
B.Ed	Bachelor of Education
FRN	Federal Republic of Nigeria
M.Ed	Master of Education
NCE	Nigeria Certificate in Education
NPE	National Policy on Education
PhD	Doctor of Philosophy
SPSS	Statistical Package for Social Sciences
SSCE	Senior Secondary School Certificate Examination

OPERATIONAL DEFINITION OF TERMS

Staff Development: This is concerned with the provision of learning, development and training opportunities for staff in the schools in order to improve their role performance.

Seminar: This refers to a small group discussion in a formal setting with clear agenda.

Staff Development Programmes: This refers to various opportunities provided by employers to increase the knowledge, skills, attitudes, experiences and understanding of staff toward improvement of their performances and contribute to the accomplishment of the school objectives.

Seminar Training: Seminar is a topic-oriented event designed to educate and inform an audience about subject of interest.

Workshops: A workshop is an activity organized for teachers and intended to create or generate plans, analysis, or design to support school efforts. Its main aim is to acquire new knowledge and skills that related to the work of the participants.

In-Service Training: This is the training given to teachers already in the service. It also refers to periodic upgrading and additional professional development received by staff on the job, during services.

Induction: This refers to the process by which newly employed teachers are introduced to their role performance in school so as to integrate them as quickly and effectively as possible to the objectives, policies and practices of educational enterprise.

Orientation: This is a systematic effort an organization makes to minimize the problems which new employees are likely to face.

Conferences: a conference is a type of training that brings together individuals, especially from the same discipline to brainstorm and find solution to a specific problem

Mentoring: Mentoring is the process of by which experienced teacher gives inexperienced teachers help and advice over a period of time and often teaches them how to improve effective teaching and learning in school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in all countries of the world is seen as the cornerstone of development. It forms the basis for literacy, skill acquisition, technological advancement as well as the ability to harness the natural resources of the environment. Advanced nations of the world recognized early enough that man is at the centre of development and they place the highest premium on the development of their human resources through education.

National development all over the world has continued to be intricately tied to educational development in which the teacher is the critical element. In this regard, Jakeyinfra (2005) posited that the training and production of manpower needed for the attainment of national objectives should be framed on the quality and quality of teachers. It is on this background that the Federal Republic of Nigeria (FRN) made specific policy provision of teacher education. According to the FRN (2013), the goals of teacher education shall be:

- a. production of highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- b. encourage further the spirit of enquiry and creativity in teachers;
- c. helping teachers to fit into the social life of the community and the society at large and to enhance their commitment to national goals;
- d. providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions and;
- e. enhancing teachers' commitment to the teaching profession.

Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. Teachers are the backbone and bedrock of the entire educational system. Their effectiveness is perhaps the most important factors affecting the future development of education (Ikegbusi & Iheanacho, 2016). Teachers teach, train and assist students to acquire the necessary life skills that would enable them survive and contribute meaningfully to the society they belong.

Primary education is the formal education given to children aged 6-11 years and above. The rest of the education system i.e. the secondary and tertiary are built upon it. Therefore, Primary education is the bedrock to the success of otherwise of the whole system of education the task of teaching is delegated to teachers, who constitute the most important factor in the learning process. The role of teachers in Primary school is multifaceted. They are always under great pressure to teach, advice pupils, advise parents and serve on communities.

Staff development has become the vehicle for meaningful change which plays an integral part in developing the school philosophy, goals and expectation. It is through training and development programs which differ in breath in relation to the needs and resources of the school professionalism, productivity individual effectiveness and performance has been a contended issue in most countries due to poor work ethics. It has been fully recognized as a dream in enhancing teachers' performance. In order to improve teachers' performance and enhance their credibility, Local Government Education Authority (LGEA) should emphasize the effective acquisition and utilization of human resources by investing in training or promotion on the jobs. There are different staff development programmes used to improve the quality of teachers' performance in schools.

Seminar is a more rigorous activity that facilitates learning through presentations about a subject that a teacher teaches or interested in. A seminar being a topic-oriented event is designed to educate, inform an audience about subject of interest. A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resources person from outside especially from universities and or ministries of education), come to present papers and answer questions posed by participants. Workshops can assist teachers acquire skills in various aspect of teaching and learning.

In-service teacher training is considered as a continuous professional development process for teachers in schools. It is understood to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovations which will help classroom teachers to improve on the quality of instruction. If we also keep in mind the characteristics of present day society, with present transition, with continuous changes and adaptation to new technological, social, cultural changes, in-service training turns to be one of the tools to face these changes and enhance teachers' performance in the school. Orientation training is a systematic effort an organization makes to minimize the problems which new employees are likely to face. It helps to build staff confidence and boost effective contribution or productivity. It is to avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management. During such a programme, teachers need to be informed about school regulations, organizational patterns, structure, the curriculum plans, instructional materials and equipment, pupil services, day-to-day activities, curricular activities, school records and procedures for keeping them, and so on.

Conference of teachers, aims primarily to enable them perform their current jobs and help them acquire the knowledge and skills they need to be effective performers, which will facilitate the process grooming the needed type of crops of youth the nation needs for sustainable development. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators (Husaini, 2015). In the field of education, the formal pairing of an expert teacher with a novice teacher whereby the experienced teacher is used as a knowledgeable and skilled resource for the novice is known as mentoring. Mentoring offers a wide range of advantages for the development of the Mentee. Mentoring as a means of guiding and supporting practitioners to ease them through difficult transitions, teacher mentoring is essential for unblocking impediments to change by building self-confidence and self-esteem as well as directing, managing and instructing

Many teachers learn to teach using a model of teaching and learning that focuses heavily on memorizing facts, without also emphasizing deeper understanding of subject knowledge. It is a known fact that a nation's education system is a function of the quality of teachers that operate it. This implies that for any education system to achieve the desired goal of the country the teacher have to be equipped and motivated for the demand of that goal. For this reason, the need to emphasize and make Primary schools teachers well developed becomes obvious in Kaduna State. This is because it offers a ways of improving skills and enhancing productivity and quality of teachers in our Primary schools. This in turn has a positive impact on improving quality and standard of education in the state as well as in the country at large. It was on this basis that this research assessed the impact of staff development programmes on teachers' performance in Primary schools in Kaduna State.

1.2 Statement of the Problem

Staff development is one of the most promising ways for improving performance of teachers and classroom instruction. It is an attempt to assist classroom teachers/lecturers to improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. Teachers' development programmes are particularly important because of the need for teachers to do better and raise academic performance standards of students. In order to meet the challenging demands of their jobs occasioned by technological innovations, teachers must be capable and willing to continually upgrade their content knowledge, skills and practices.

In Kaduna State, it is observed by the researcher that the primary school teachers especially the unqualified or newly recruited ones face the burden of professional isolation particularly in rural areas. In such a situation, contact and interaction with colleagues could be difficult by the problem of distance and poor communication network. Abandoned to fate by older colleagues, the novice teacher in this circumstance is left to construct his/her own theory of teaching or deconstruct old strategies learned during pre-service training many years ago. This may precipitated to a situation of poor performance of teachers in the classroom.

The questions one ask here is that what is wrong with staff development programmes in Kaduna State? What are the techniques used by the state government to develop the capacity building of the teachers in primary schools? To what extent have the series of development programmes impacted on the performance of teachers in primary schools? Is there any relationship between staff development programmes and teachers' instructional performance in primary schools? How can we resuscitate the functional primary education in the state?

There is no doubt that staff development or capacity building workshops usually offer one of the best ways to improve classroom teaching and learning. The problem has been created from the interaction of two or more factors, for example the government policies, the economic constraints, and the essential needs for teachers which have not been adequately given to motivate them to undergo for in service training and any kind of workshops and seminars. In addition, other allowances to motivate teachers to attend in service training have not been paid, the interest for teachers to attend in-service training and workshops has not been very high due to the poor approach to staff development programme by the local government education authorities and the state universal Basic education.

Observation by the researcher shows that available evidences in literature indicated that researches related to staff development programmes on teachers' performance have been conducted at both primary and secondary schools by different researchers at different locations. However, most of these researches are either too broad or narrow in scope and approaches as regard staff development programmes and its impact on teachers' role performance in primary schools. The need to maintain balanced position precipitated the conduct of this study. It is against this backdrop that the study assessed the impact of staff development programmes on teachers' performance in Primary schools in Kaduna State, Nigeria.

1.3 Objectives of the Study

The following objectives were raised to guide the study:

1. examine the impact of seminar on teachers' role performance in primary schools in Kaduna State;

2. examine the impact of workshop on teachers' role performance in primary schools in Kaduna State;
3. ascertain the impact of in-service on teachers' role performance in primary schools in Kaduna State;
4. find-out the impact of induction on teachers' role performance in primary schools in Kaduna State;
5. ascertain the impact of orientation on teachers' role performance in primary schools in Kaduna State;
6. investigate the impact of conference on teachers' role performance in primary schools in Kaduna State; and
7. determine the impact of mentoring on teachers' role performance in primary schools in Kaduna State.

1.4 Research Questions

The following questions were formulated to guide the study:

1. In what ways seminar impact on teachers' role performance in primary schools in Kaduna State?
2. In what ways do workshop impacts on teachers' role performance in primary schools in Kaduna State?
3. How does in-service impact on teachers' role performance in primary schools in Kaduna State?
4. What is the impact of induction on teachers' role performance in primary schools in Kaduna State?

5. In what ways orientations impact on teachers' role performance in primary schools in Kaduna State?
6. How does conference impact on teachers' role performance in primary schools in Kaduna State?
7. What is the impact of mentoring on teachers' role performance in primary schools in Kaduna State?

1.5 Research Hypotheses

The following hypotheses were formulated to guide the study:

HO1: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of seminar on teachers' role performance in primary schools in Kaduna State.

HO2: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of workshop on teachers' role performance in primary schools in Kaduna State.

HO3: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of in-service on teachers' role performance in primary schools in Kaduna State.

HO4: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of induction on teachers' role performance in primary schools in Kaduna State.

HO5: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of orientations on teachers' role performance in primary schools in Kaduna State.

HO6: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of conference on teachers' role performance in primary schools in Kaduna State.

HO7: There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of mentoring on teachers' role performance in primary schools in Kaduna State.

1.6 Basic Assumptions

This study puts forward the following assumptions.

1. The standard of Primary education will improve if teachers are well developed through proper organization and conduct of training and retraining of teachers in the local government.
2. Staff development is widely accepted to be an important exercise for the improvement of teachers' productivity.
3. Staff development is an important aspect of teacher education programme and should be intensified.
4. Teachers' development and productivity can be improved through regular conducts of seminars, workshops and others educational conferences.
5. It is assumed that regular organizing of induction motivates teachers to be dedicated and productive in Primary schools in Kaduna State.
6. School mentoring improves teachers' service delivery and curriculum implementation in Primary schools in Kaduna State.
7. The more a teacher is exposed to staff development programs the better his/her performance and the better the learning achievement of students.

1.7 Significance of the Study

This study would be of great importance to teachers, head-teachers, Local Government Education Authority (LGEA) Inspectors of Education, Kaduna Universal Basic Education Board (KSUBEB), quality assurance officers and future education researchers. The study is very important to teachers as it would enlighten them on the existing staff development programmes in primary schools. It will help them to improve their knowledge for effectiveness and efficiency. The study would encourage primary school teachers in Kaduna State to go for in-service training programmes in order to improve their instructional task performance in schools.

The study is important to head-teachers or educational administrators at primary school level as it would help them to incorporate staff training, especially orientation, induction and mentoring into the policies of their school. This would help to enhance the performance of teachers and facilitates the effective achievement of educational goals and objectives.

The outcomes of the study will assist the officials of Kaduna Universal Basic Education Board (KSUBEB) and Local Education Authority (LEA) to assess its role in the training of Primary school teacher for maximum productivity. Not only that; the study is important to teachers and public as it would enlighten them about the existing staff development programme in the local government education authority for their benefit.

The study will be important to the officials in the Kaduna state ministry of education, Kaduna Universal Basic Education Board (KSUBEB) and Local Education Authority (LEA) as it will guide them on areas of improvement in staff development programmes. The study is

very relevant to teachers as the programme would help them to increase their knowledge for better performance and efficiency in Primary schools. The study will serve as additional academic reference on education and for further educational research.

1.8 Scope of the Study

The scope of the study was limited to the impact of staff development programmes on teachers' role performance in primary schools in Kaduna State. The study covered only the teachers, the head-teachers and the LGEA officials in public primary schools in Kaduna State. The content scope of the study assessed the areas such as seminar, workshop, in-service training, symposium, orientation, conferences and mentoring. This was based on how they related to teachers' performance in primary schools within the area of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the literatures that are related to the topic “Assessment of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State”. It was basically reviewed under the following headings.

2.2 Conceptual Framework

2.2.1 Meaning of Development

2.2.2 Concept of Staff Development

2.2.3 Steps in Staff Development Programme

2.3 Theoretical Framework

2.3.1 Victor Vroom’s Expectancy Theory

2.3.2 Features of Expectancy Theory and Its Relevance to the Present Study

2.4 Concept of Seminar

2.4.1 Impact of Seminar on Teachers’ Role Performance in Schools

2.5 Concept of Workshop

2.5.1 Impact of Workshop on Teachers’ Role Performance in Schools

2.6 Concept of In – Service Training

2.6.1 Impact of In – Service Training on Teachers’ Role Performance in Schools

2.7 Concept of Induction

2.7.1 Impact of Induction on Teachers’ Role Performance in Schools

2.8 Concept of Orientation

2.8.1 Impact of Orientation on Teachers’ Role Performance in Schools

2.9. Concept of Conference

2.9.1 Impact of Conference on Teachers' Role Performance Schools

2.10 Concept of Mentoring

2.10.1 Impact of Mentoring on Teachers' Role Performance in Schools

2.11 Empirical Study

2.12 Summary

2.2 Conceptual Framework

This section examined the conceptual definitions of some terms as related to the study. The concept such as the meaning of development, concept of staff training, concept of staff development and steps in staff development programme will be discussed. Also, the concept of seminar, impact of seminar on the performance of staff in an organization, concept of workshop training, impact of workshop on the performance of staff in an organization, concept of in – service training, impact of in – service training on the performance of staff in an organization, concept of symposium training, impact of symposium training on the performance of staff in an organization, concept of orientation training, impact of orientation training on the performance of staff in an organization, concept of conference training, impact of conference training on the performance of staff in an organization will be critically examined.

2.2.1 Meaning of Development

The word 'Development' has been variously defined by different authorities in different fields of human endeavour. For the purpose of this research work, only definitions related to the present study will be examined. According to Ndayelechi (2010) development means teaching or providing an employee with the skills he will require for future jobs. For

example, teachers who enroll for higher degree programmes or NCE teachers who enroll for undergraduate courses in higher institutions in their chosen areas of specializations are by this undergoing a development programme which will prepare them for higher positions in the not-too-distant future.

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

According to Obisi (1996) the concepts of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you use one stone to kill one bird while in development you use one stone to kill two birds (Mamoria, 1995 cited in Husaini, 2015).

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and

groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Harrison, 2005).

2.2.2 Concept of Staff Development

Education is an ongoing process which is constantly changing. Therefore, the educational leader must constantly keep abreast of such changes in the society. The educational leader should be at the forefront in providing educational leadership to staff with regards to the new ways of doing things, methods of teaching and changes taking place in the society. Teachers need to be current in their subject matter and in new techniques of teaching (Khanna & Lamba 2005). This can be achieved through a programme of staff development.

Udeozor (2004) stated that staff development is a sure way of helping the staff to satisfy their needs for status, recognition, personal and professional growth. To Musaaazi (1982) staff development means that provision be made by the educational authorities to improve the performance of teachers from initial employment to retirement. It is a means to an end, the end being the improvement of the quality of students' learning experiences. It also refers to all effort, strategies and courses of action deliberately taken to help and facilitate employee to achieve technical, academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit. The two author's content that staff development programs encompass training, promotion, motivating and rewarding staff to them, the process also involves a wide range of situational training forms, attendance at regional conference and seminar.

In the words of Shaibu (2016) staff development can simply be defined as activities provided for the middle and upper management in and outside an organization. This definition is narrow in scope as regard staff development. Staff development focuses on the

development of people, the teachers, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of teachers and subsequently on the quality of teaching and learning. Although participation of teachers in staff development activities is of utmost importance as it is their participation that may make a positive contribution to the development of a school from underperforming to performing.

In the words of Khalid (2007), staff development is concerned with the provision of learning, development and training opportunities for employees in an organization in order to improve their organizational performance. According to Olawale (2011) staff development is the process of training and development of activities which are integral and important aspect of human resource management. Such activities make it possible to adjust as well as enhance the skill of the workers. In improving the teaching skills among the teacher, staff development programs are important because they consist of training in teaching methods and skills.

Thus, from the above definitions it becomes clear that staff development connotes the organization's efforts in its programme to provide the need –base training and education to its workers to enable them become competent in handling their present or future assign tasks. However, the scope of staff development scheme in terms of its coverage may arise due to the resources an organ may decide to earmark for the purpose within its reach. It is literally impossible for any individual to learn a job or enter a profession and remain in it for long with his skills basically unchanged. This is more so in a complex and constantly changing organization like a school that must adapt to changing societal demands and instructional methodology. Thus, no matter how excellent the pre-service, preparation and how well

qualified school personnel are at the time of employment, efforts should be made to develop them personally on a regular and continuous basis.

The schools need well qualified administrators, teachers and support staff to provide quality learning experiences for students. In line with the saying that “no school can be greater than its teachers” and changes in position and job requirement within the school system, school personnel must be well developed (Shaibu, 2016). It is important to develop the teachers that directly impart knowledge to students; the school leads that supervise, guide and support the teachers and other support staff that make the work of the teachers and school leads easier. It is only then that appropriate and adequate knowledge can be imparted to the students, resulting ultimately in successful achievement of the goals of education. There is a body of evidence of the growing advocacy for teachers to engage in continuous professional development in the efforts to maintain the level of their professionalism. Cardno (2005) opined that professional development for teachers is important to ensure the sustainability and growth of teaching profession. The continual deepening of knowledge and skills is an integral part of the professional development of any professional working in any profession.

Employers have to be trained in order to have the knowledge of these new ideas and knowledge. Umar (2009) has the views that training helps in the co-ordination of men and materials which in turn reduces cost as it increases productivity it reduces employers turn over and promotes goal congruency. Thus, that staff development programmes give employers at all levels efficient instruction and guidance to enable them perform effectively. He also asserted that training is necessary for all categories of staff to improve their performance and to prepare them for promotion which is a personal gain. Ogundele (2007) pointed out that all over the world; the major purpose of staff development is to improve the effectiveness of

government by increasing the capacity and efficiency of officers in carrying out their work. Finally therefore a way to grow and develop professionally and also in career trend could be through the available staff development programmes. Staff Development encompasses self-development, personal and professional development, all of which may be voluntarily or forced. The approach towards development is thus important.

2.2.3 Steps in Staff Development Programs

According to Rena (2012), the following are steps of staff development program.

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

Also, Heystek (2007) suggested five steps for effective staff development.

1. Firstly, people should realize that they are imperfect.
2. Secondly, they should search for possible reasons for being imperfect,
3. Thirdly, these factors (reasons) must be developed.
4. Fourthly, it should be implemented.
5. Lastly, continually it should be assessed.

These steps imply that staff development should be approached with the interest of the people (teachers) in mind who it intends to develop. Thus, an exploration of staff

development and motivation and the factors impacting on it, is of cardinal importance for our current education system, as it influences the participation of teachers in these development activities. Staff development programme should assist teachers to develop skills in modern visual aids, techniques of teaching, knowledge of subject matter, team work, and to develop an understanding in teachers to function effectively in the society. Udeozor (2004) asserted that some of the means of encouraging staff growth may take the form of workshops, seminars, demonstration, teaching, researches, refresher courses, exchange teaching, professional writings, visits to other schools to observe teaching methods and aids, staff-meetings, post-graduate work and participation in the evaluation of school programmes.

It is the role of school head to provide leadership to teachers and other educational workers for the purpose of improving instruction. The school administrator provides assistance to enhance the performance of the staff, stimulate professional growth and improve on the process of teaching and learning (Udeozor 2004). From assisting the staff to grow professionally, the leader equally appraises the staff to ascertain and measure the achievement of goals and set standards. This helps the leader to identify areas of weaknesses that still need assistance and feedback.

Models of Staff Development Programmes

A model, according to Sadiq (2006), simply refers to a schematic representation of reality. That is, a plan or pattern which can be used to carry out an activity. Therefore, a staff development model is a pattern or plan which can be used to guide the design of a staff development programs. Geiger (2002) cited in Abdullahi (2016) defined a five models of developing a staff. These are as follows:

1. **Individually-Guided Staff Development:** This refers to a process through which teachers plan for and pursue activities they believe will promote their own learning. Teachers learn many things on their own. They read professional publications have discussion with colleagues and experiment with new instructional strategies among other activities. All of these may occur with or without the existence of a formal staff development program. It is possible however for staff development programs to actively promote individually guided activities while the actual activities may vary widely. The key characteristic of the individually-guided staff development model is that the learning is design by the teacher the teacher determines his or her own goals and selects the activities that will results in the achievement of those goals. His model assumes that individuals can best judge their own learning needs and that they are capable of self direction and self-initiated learning. According to Kazmi, Pervez and Mumtaz (2011), in-service training enables teachers to be more systematic and logical in their teaching style.
2. **Observation/Assessment Model:** It provides teachers with objectives data and feedback regarding their classroom performance this process may in itself produce growth or it can provide information that may be used to select areas for growth. These one minute manager yet many teachers receive little or no feedback on their classroom performance. In fact in some school districts teachers may be observed by a supervisor as little as once every 3 years observation/feedback. Cycle may be perfunctory in nature while observation/assessment can be a powerful staff development model. In the minds of many teachers it is associated with evaluation. One assumption underlying this model according to Horsley(1987) cited in Abdullahi (2016) is that reflection and analysis are central means of professional growthl observation and assessment of instruction provide the

teacher with data that can be reflected upon and analyzed for the purpose of improving students learning. Thus, Samupwa, (2008) stated that in-service training changes the behaviour of teacher classroom and on the administrative work. But expresses a major concern about reliability of observations. The author points two Primary ways to increase the reliability of observations. The first is to narrow the range of what is liked for by having a system that takes a narrowed focus on teaching.

3. **Involvement in a Development/Improvement Process:** This engages teachers in developing curriculum, designing programs or engaging in a school improvement process to solve general or particular problems. Theoretically, we have chosen to represent curriculum development and school improvement as types of staff development in these processes nurture teachers growth. Others see staff development (perhaps viewed more narrowly as training) as a key component of effective curriculum development and implementation. It has been well established that curriculum implementation is demanding of staff development essentially without strong staff development program that are appropriately designed a very low level of implementation occur. Whichever perspective one has, staff development and the improvement of schools and curriculum go hand in hand. Although, the engagement of teachers in school improvement processes has increased in the last few years little research has been conducted on the effect of that involvement on their professional development there were however, numerous examples that illustrate the various ways schools and districts have enhanced teacher growth by engaging them in the development/improvement process.
4. **Training:** In the mind of many educators, training is synonymous with staff development most teachers are accustomed to attending workshop-type session in which the presenter

is the expert who establishes the content and flow activities. Typically the training session is conducted with a clear set of objectives or learner outcomes. These outcomes frequently include awareness or knowledge (e.g. participants will be able to explain the five principles of cooperative learning) and skill development e.g. participant will demonstrate the appropriate question in a class discussion) It is the trainer's role to select activities. They have determined that, depending upon the desired outcomes, training might include exploration of theory. Demonstration or modeling of a skill. Practice of the skill under simulated condition feedback about performance and conducting in the workplace. The outcome here is that, the power of training to alter teachers knowledge, attitudes, and instructional skills is well established its impact on teachers; however depend upon its objectives and the quality of training programs.

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

Thus, an exploration of staff development and motivation and the factors impacting on it, is of cardinal importance for our current education system, as it influences the participation of teachers in these development activities.

Importance of Staff Development

Effective performance on the part of employees is essential for the success of the organization. Such performance, to a large extent, will depend on their knowledge and skills;

and confidence in originating ideas as to how best to carry out the tasks of the job. Hence, the need for staff development programmes which should aim at effectiveness of individuals at work and for greater responsibilities. Kauro (2010) identified the following needs for training and development:

1. **Technological Advances:** the fast four decades have witnessed unparalleled developments in industrial technology. The average company today is likely to be mechanizing or automating many of its processes. Many unskilled jobs are disappearing. If employees are to remain employed, they must engage in training programmes to upgrade themselves with the new processes and production techniques. In addition, as new management techniques and technical developments appear, higher-level employees need refresher courses.
2. **Organizational Complexity:** Big organizations deal with extremely complex problems of coordination and integration of activities. Recent developments in information technology, especially the use of computers- promise to alleviate many of these problems, but require that training and re-training must be continuous at all levels in such organizations. When men are placed in unfamiliar situations, new supervisory and managerial skills are needed as they are forced to coordinate their efforts with those of other men whose training, background and interests may be very different from their own.
3. **Organizational Tenure:** College graduates are hired not because of their present management skills but for their potentials to become capable managers. All big companies have management development programme for qualified prospects. Trainee who are successful move on to higher levels of responsibility in the organization.

Nigeria can make use of the tremendous power of education, through quality teacher education, to tackle her numerous problems such ethnicity, indiscipline, corruption and greed, and by so doing achieve rapid national development. The quality of education that teachers receive will in turn determine the quality and quantum of reforms that they can inculcate in a nations youths. Staff development is a basic factor in building and maintenance of the organizational effectiveness. According to Kauro (2010) staff development is so important that it is not only imperative but continuous. No organization can dispense with it as a programme and as a process. This means, however that no matter the cost, organizations have to train their workers at least to enable them handle the assigned jobs.

The main purpose of staff development in schools therefore is to enable staff to achieve their potential as employees and to effectively contribute to the achievement of the school's objectives. The effectiveness of staff development programmes in schools entails consideration of improvements in students learning in line with modern educational improvement effort. Gusky and Sparks (1996) cited in Shaibu (2016) proposed a model of the relationship between staff development and improvement in students' learning. The model is based on the premise that the quality of staff development is influenced by a variety of factors classified as content characteristics, process variables and context characteristics. These are the "what", "how" "who", "when", "Where" and "why" respectively, of staff development. The writers concluded that high quality staff development programmes are important pre-requisites to improvements in students' learning. Staff development's influence on students is accomplished principally through its direct effect on teacher and administrator knowledge and practices. Improved knowledge and practices, as the most significant outcomes of staff development effort would add to better job performance. With improved teachers'

professional knowledge and classroom practices, improved students' learning would be expected.

2.3 Theoretical Framework

There are many management and administrative theories that could be apply toward the understanding of educational practices. This study opted for Victor Vroom's Expectancy Theory as its theoretical based. This was due to the relevance of the theory to the study

2.3.1 Victor Vroom's Expectancy Theory

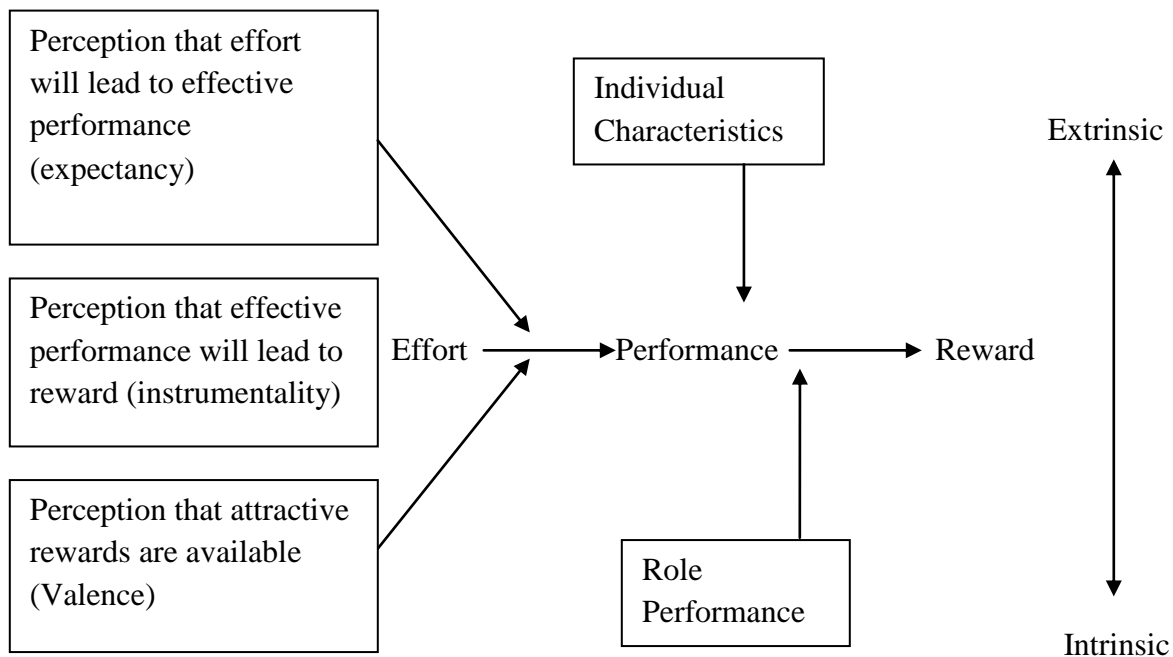
An understanding of the basic human needs is a necessary starting point for analyzing employee motivation. However, there is an urgent need for school administrators of today to have a more comprehensive picture on the complexities of staff motivation. They must for instance why different people have different needs, why individuals' needs change and how staff choose to satisfy different needs in a variety of ways. According to Echu (2000) and Atolagbe, Aremu and Oparinde (2016), the most comprehensive explanation of all these behaviours and one that many people believed has great potential for understanding and practice is the expectancy model developed by Victor Vroom in 1960s. This contemporary approach to motivation attempts to explain behavior in term of an individual's goals and choices and the expectations of achieving the objectives.

The expectancy theory according to Robbins (1994) cited in Echu (2000) state that an individual tend to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual. The logic of this theory is essentially based on the belief that people will be motivated to do things to achieve some goals to the extent that they expect that certain actions on their part will help

them achieve the goals. In other words, people can determine which outcome they prefer to achieve and can make realistic estimates of their chances of obtaining them.

Rena (2012) and Atolagbe, Aremu and Oparinde (2016) argued that expectancy theory relates to how a person perceives the relationship between three things – Input (effort), Performance and Output (reward). It identified three major factors that determine a person’s motivation and each of these factors are based on the individual’s personal perception of the situation. However, the basic model developed by Vroom indicating the components of effort that can lead to relevant performance and appropriate rewards, can be summarized in the figure 2.1.

Fig: 2.1 Expectancy Theory Model



Source: Adapted from Rena (2012)

1. **Expectancy:** This is a person’s perception about the extent to which effort (an input) will result in a certain level of performance. A person’s level of expectancy determines whether he/she believes that a high level of effort will result in a high level of

performance. People are motivated to put forth a lot of effort on their jobs only if they think their effort will pay off in high performance. That is, if they have a high expectancy.

2. **Instrumentality:** Expectancy captures a person's perceptions about the relationship between effort and performance. Instrumentality, the second major concept in expectancy theory is a person's perception about the extent to which performance at a certain level will result in the attainment of outcomes. This implies that, employees will be motivated to perform at a high level, only if they think that high performance will lead to (an instrument for attaining) outcomes such as pay, job security, interesting job assignments, bonuses or a feeling of accomplishment. People must perceive that if they do perform highly they will receive outcomes.
3. **Valence:** Valence refers to the how desirable each of the outcomes available from a job or organization is to a person. That is, the strength of the belief that attractive rewards are potentially available. Expectancy theory acknowledges that people differ in their performances for outcomes. For many people, pay is the most important outcomes of working, for others, a feeling of accomplishment or enjoying one's work is more important than pay.

2.3.2 Features of Expectancy Theory and Its Relevance to the Present Study

According to Rena (2012) the following are the features of expectancy theory:

- i. It takes a comprehensive view of the motivational process.
- ii. It indicates that individuals will only act when they have a reasonable expectancy that their behavior will lead to the desired outcomes.
- iii. It stresses the importance of individual perceptions of reality in the motivational process.

- iv. It implies that job satisfaction follow effective job performance rather than the other way round.
- v. It has lead to development in work redesign, where emphasis has been laid on intrinsic job factors, such as variety, autonomy, task identify and feedback.

On the whole, expectancy theory is very relevance to the present study, as it has wide a application in educational system. This implies that, the theory has a lot of implications to the present study, some of which are presented below.

1. The theory states that individuals will evaluate various strategies of behavior and then choose the behavior that they believed will lead to those work-related outcomes or rewards that they value. By implication, if staff believe that by acquired some levels of staff development programmes such as in-service training or workshops, will conifer to them certain reward such as promotion or recognition they will struggle to acquire it. In addition, if there is a standing order in ministry education that non will become a director of any educational parastatals or head-teacher except he or she has a Master Degree in Educational Administration and Planning. No doubt, it will encourage the staff to acquired the training in educational administration and planning.
2. Vroom cited in Peretomode (2003) argued that action can has a variety of possible outcomes. For example, the acts of studying for examination can the direct outcome of high grade, a moderate grade or a disastrously low grade. By implication, if staff were given adequate training programme such as orientation, inductions, seminars, in service training among others, it will not only enhance their knowledge, skills and experiences, but will also enhance their performance or quality outputs. This implies that, staff development programme has a lot of impact on the performance of teachers in schools and

broaden their horizon in all ramifications, so as to improve the quality of teaching and learning in schools.

Expectancy theory acknowledges that, high motivation results from high levels of expectancy, instrumentality and valance. If any of these factors is low, motivation is likely to be low. By implication, regularly staff development programme should be provided for teachers from time to time in order to improve their skills and enhance their performance in schools. this is because, no matter how tightly desired outcomes are linked to performance, if a teacher thinks that it is practically impossible for him to perform at a high level, then motivation to perform at a high level will be exceedingly low. Therefore, in order to improve the staff performance in primary schools, staff development programmes such as seminars, workshops, conferences, in service training, mentoring, orientation and induction are imperative.

2.4 Concept of Seminars Training

Seminars are basically arranged to discuss current issues and problems or to share idea. A seminar is a small group discussion in a formal setting with clear agenda. In a seminar a speaker present a theme or a set of papers and it is discussed by all those who participate in a seminar, teachers can discuss problems regarding admission, staff, development evaluation, new idea of teaching or relevant innovations etc in a seminar a teacher may contribute a paper or an idea, constructively criticize or review a conventional approach. A seminar can also be organized by a group of teachers, the required resources of a seminar are finance, facilities to sit and discuss facilities to present, the agenda of seminar to be discussed earlier the general theme to be discussed, date and time need to be communicated to participant giving adequate time for preparation including the date time and theme presentation.

According to Husaini (2015) seminar is a more rigorous activity that facilitates learning through presentations about a subject that a teacher teaches or interested in. A seminar being a topic-oriented event is designed to educate, inform an audience about subject of interest, (Abutalib, 1993). A seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resources person from outside especially from universities and or ministries of education), come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue, may allow time to the organizers of such programme give pre-programme test or questionnaires to participants to assess their entry knowledge or skill, and at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise.

Shaibu (2016) observed that seminars are basically arranged to discuss current issues and problems or to share ideas. A seminar is a small group discussion in a formal setting with clear agenda. In a seminar a speaker present a theme or a set of papers and it is discussed by all those who participate. The chairman/chairperson of the seminar guides, directs, coordinates and organizes the discussion in a systematic manner in order to optimize time, resources and get more benefits. In a seminar, teachers can discuss problems regarding admission, staff, development, evaluation, new idea of teaching or relevant innovations etc. In a seminar a teacher may contribute a paper or an idea, constructively criticize or review a conventional approach.

A seminar can also be organized by a group of teachers. The required resources of a seminar are finance, facilities to sit and discuss facilities to present. The agenda of seminar to be discussed earlier the general themes to be discussed, dates and time need to be

communicated to participants giving adequate time for preparation including the date, time, and theme presentation.

2.4.1 Impact of Seminar Training on Teachers' Role Performance in Schools

There are many benefits of in-service to staff. Ojo, (1998) cited in Husaini (2015) enumerated benefits of seminar training and development on staff in an organization as thus:

1. It provides initial training for new employees, professional, technical, and other skills and some skilled personnel (induction training).
2. It helps in training new employees without specific skills i.e. in form of apprenticeship training) remedial training).
3. It helps in fulfilling specific work force needs. Examples cover areas where there are difficulties in recruiting sufficient personnel e.g. computer programmes tool makers, machinist etc. such shortages may lead an enterprise to establish its own training programme or sponsor training in other establishments.
4. It provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training).
5. Training helps to acquire correct operation skills as such, it will solve operational problems viz: to reduce accidents e.g. training in proper use of equipments and in safety attitudes, inept supervision, poor customer service, and poor work methods.
6. It keeps supervisors and managers up to date on the techniques of management and supervision.
7. It encourages the professional development of workers and improves their benefits. Promotion training is an example of employee's new knowledge and job skills gained

through training increase their marketability and earning capacity, enhance their job security, poor performance if not affected by problems such as alcoholism, poor motivation, or training. Some low performers could be victims of poor training received when recruited or supervisor's unwillingness to show the way in the inter case, transfer and training might turn poor performances good performers, and

8. Increasing organizational flexibility and stability is another advantage of training.

Flexibility relates to ability to adjust to short – run variations in volume of work while stability can sustain cooperate effectiveness despite loss of some key personnel.

2.5 Concept of Workshop Training

It is not recent news that great teachers help create great students, a well informed and inspired teacher is sure to influence a student's achievement. Workshop is generally organized by an institution or association in order to develop certain instructional materials, book resources material supportive material, work book etc. workshop can be organized to develop certain skills of teachers. A work shop comprises a small, selected group of teachers or experts drawn from actual working situations or related expert who theories on the activities. A workshop is a gathering like working meeting where the participants are actively involved. The main aim is to acquire new knowledge that relates to the work of the participants.

According to Husaini (2015) a workshop is an office or conference room meeting intended to create or generate plans, analysis, or design to support organizational efforts. The main aim of workshops is to acquire new knowledge and skills that related to the work of the participants. They identify needed change in behavior, learn new skills, and practice behavior in simulated work environment They identify, needed changes in behaviour, learn new skill and practice behaviour and skills in stimulated work environment. An effective workshop is

built around what is practiced and relevant from the learners perspective it is specific and focused on its subject matter.

Workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills. A refresher course or learning something new can benefit all teachers whether their focus is the refinement of content area teaching skills or moving into a new area of study three of the most beneficial staff development offerings are literacy workshops; six traits of writing and special education workshops. Additionally, literacy workshops increase teacher knowledge of balanced literacy activities as well as create techniques designed to accelerate student acquisition of reading and writing skills.

2.5.1 Impact of Workshop Training on Teachers' Role Performance in Schools

For many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. Through workshops, teachers are exposed to new skills which they may not necessarily acquire in the school.

According to Altalib (1993) "effective workshop is built around what is practiced and relevant to the need of the learners' perspective. It is specific and focused on its subject matter". Based on the above, workshop is a sort of re-training exercise not to upgrade qualification but to update knowledge and skills. Kate Wood and Jackson (undated) added that "workshop is a meeting of people to discuss and or perform practical work in a subject or activity: a drama/poetry/training workshop.

Harwell (2003) indicated that, I will describe the characteristics of high quality-professional development and make a case for an unconventional approach to professional development that, unlike “one shot” workshops and in-service days, allows teachers to acquire and practice new skills over time. Workshops can assist teachers acquire skills in various aspect of teaching and learning. Harwell (2003) affirmed that, for many educators, staff development is synonymous with training, workshops, courses, and large group presentations. They are unaware that teacher and administrator learning can occur through means as diverse as collaborative lesson design, the examination of student work, curriculum development, immersion in the work of mathematicians and scientists, case studies, action research, study groups, and professional networks, to name a few such processes. Although staff development programmes are beneficial to teachers, there is little opportunities.

Harwell (2003) stated that the problem to date has not been a lack of professional development opportunities per se. To the contrary, professional development for teachers has been included in every major initiative designed to improve student performance. The problem is that the quality of those programs has been inconsistent, and there has been no consensus on what constitutes quality. Many professional development activities stop short of producing their intended results; they point out problems with traditional teaching but offer little help in changing what happens in the classroom and provide no opportunities for participants to practice what they learn.

In order to ascertain the claim in the above paragraph, Harwell (2003) proffers that, professional development should:

- a. deepen teachers’ knowledge of the subjects being taught;
- b. sharpen teaching skills in the classroom;

- c. keep up with developments in the individual fields, and in education generally;
- d. generate and contribute new knowledge to the profession; and
- e. increase the ability to monitor students' work, in order to provide constructive feedback to students and appropriately redirect teaching.

2.6 Concept of In-Service Training

In-Service Training is the training given to teachers already in the service. This training is encompassed in all the programmes stated above. In-service refers to periodic upgrading and additional professional development received on the job, during employment (Ingersoll & Gold, 2011 cited in Husaini, 2015). It is also called post-employment training. Akinyemi (1991) defined in – service training as all activities and courses aimed at extending the professional knowledge and skill of a serving teacher (or inspector or supervisor or head teacher, etc). According to him, after acquiring the necessary know-how, a teacher (a supervisor, a counselor or significant others) needs to improve on his standard from time to time so as to prevent the quality of his teaching from diminishing and to improve it. He has to update and upgrade his knowledge so that such knowledge may not become out-modeled and stale. In-service training serves some rationale.

According to Shaibu (2016) in-service teacher training/ education is considered as a continuous professional development process. Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continued professional development is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further. In-service training is accepted as an effective method if increasing

the knowledge, skills and positive beliefs of teachers. It is a process used to continue the teaching education once they have received their certification in teaching and are employed in a professional position.

According to Akinyemi (1991) a well designed in-service education could help to revitalize the practicing teacher or teacher education (or supervisor) hence the need for continuing education of the practicing teacher. In-service teacher professional development on the other hand includes a wide variety of programs designed to promote and support the professional learning of teachers who are already employed and working in classrooms. The goal of in-service professional development is to improve the knowledge, skills and commitments of teachers so that they are more effective in planning lessons, teaching, assessing student learning and undertaking other responsibilities in the school community. Achieving this goal is critical because the teacher's role is one of the most important factors contributing to high-quality education and successful student learning. In-service programs come in several forms with most programs falling within the following two categories. Sometime, in-service refers to a prescribed extended course of study, mirroring the pre-service teacher education curriculum and teaching to some level of formal qualification for unqualified teachers.

Shaibu (2016) observed that the in-service training is understood to professionalize teaching, improve quality and efficiency of the new educational systems and promote the scientific and technological advances and innovations. If we also keep in mind the characteristics of present day society, with present transition, with continuous changes and adaptation to new technological, social, cultural changes, in-service training turns to be one of the tools to face these changes, as well as to democratize people's access to culture, to

information and work (Murillo,1999). However, in-service training is this considered as an important change agent, it does not seem to be enough guarantee to produce considerable changes in the education system. In-service training is taken to include all those course and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill. Preparation for a degree, diploma or other qualification subsequent to training is included within this definition. It will be noted that the key to this tighter and more central approach is the purposive nature of the intended experiences. Such studies should be planned deliberately to bring about certain changes that will lead to a subsequent improvement in the teacher's performance in school.

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

Objectives of In-Service Training

There many objectives of in-service training. However, Shaibu (2016) identified the following objectives for in – service training:

1. to expose serving teachers, supervisors, inspectors and counselors at primary and secondary and post secondary levels to the content and most modern methodologies of teaching all school subjects,
2. to make them prepare for new roles as Headmasters/Headmistresses, Principals, Supervisors, Administrators, Senior Inspectors, Counselors among others,

3. for serving workers who have to work in new areas at new levels with different types of students, there is need for in-service education to give necessary confidence and avoid trial and error,
4. teachers with out-dated teaching techniques, substandard knowledge of subject-matter and former teachers returning to teaching after a prolonged absence would need to update their knowledge through orientation and other in-service activities,
5. it creates avenues for serving teachers to make up for their deficiencies in the area of newly-introduced subjects in the school curriculum like Integrated Science, Social Studies, Computer Science, Test Construction and Evaluation Techniques, Record Keeping, Teaching and Learning Aids Improvisation, Communication and Language Training, Crisis Management, Peace and Conflict studies, coping strategies and caring for special children, first-aid education, population and gender studies, Hiv/Aids education among others,
6. to enable serving workers to improve academically and professionally at lesser cost to them and at little or no cost to government,
7. staff members work together through in-service programmes such as workshops, conferences, and study groups in areas of common interest in order to enhance their professional growth and competences.

Types of In-Service Training Programme

According to Omoregie (2004) the following are types or in-service methods which are commonly organized in Nigerian schools:

- A. **Induction:** It is a systematic programme for professional initiation guided by experienced and further study. For teachers, it is acquired in the first year of teaching after the initial

training to help the new professionals to become more skilled. Usually, an inductee is assigned to an experienced staff or college tutor closely connected with the initial training. But often, an on-the-job training scheme is organized for the employee to be supervised by an experienced staff in the same field, and in some other cases, the assistance of an expert from outside is sought.

- B. **Orientation.** This is a systematic effort an organization makes to minimize the problems which new employees are likely to face. It helps to build staff confidence and boost effective contribution or productivity. It is to avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management. During such a programme, teachers need to be informed about school regulations, organizational patterns, structure, the curriculum plans, instructional materials and equipment, pupil services, day-to-day activities, curricular activities, school records and procedures for keeping them, and so on. Some organizations adopt the procedures of printing curriculum guides, handbooks and appointing a special committee to handle such matters and report back to the school head.
- C. **Workshops / Seminars:** This is done to update knowledge and improve the skills of staff in their subject areas, especially whenever a new curriculum is introduced. It is to acquaint employees with the new procedures, new communication systems, new topics or subjects, new policies, etc. A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resource persons from outside especially from universities and or ministries of education come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue. Many times too, the organizers of

such programme give pre-programme tests or questionnaires to participants to assess their entry knowledge or skill and, at the end of the programme, a post-test to assess what they have gained as a result of their participation in the training exercise. Reports generated from such exercises are normally useful for planning and policy purposes.

- D. **Professionalization:** This is done through in-service education for graduates of non-education institutions like Polytechnics and even Universities who, having teaching appointment or needing to start their own schools, need to professionalize. They can be called “non-professional practitioners”. They are compelled to train and update their knowledge else, they lose their jobs. Teaching in Nigeria is currently witnessing a lot of revival in many respects and, in due course, it would be an aberration to find any teacher in Nigerian school, whether at primary, secondary or tertiary levels not having a professional teaching certificate. There are notable programmes in place for these categories of teachers.
- E. **Higher Qualifications:** Even as a professional, a teacher may desire to obtain higher degrees to qualify for higher responsibilities and improved earnings. Such may be Grade II holders gunning for the NCE certificate, NCE holders seeking First Degree certificate, B.Ed. or B.A. (Ed.) or B.Sc. (Ed.) holders going for Masters and Masters Holders running PhD Programmes in their choice institutions. All these programmes exist in full-time, part-time sandwich, correspondence or distant learning modes.
- F. **In-basket Training:** After trainees have been given background information on a hypothetical school, each product, organization and school personnel, they are provided with myriads of assorted memoranda, requests and data pertaining to the school. The trainee must make a sense out of these papers, prepare memo and make notes.

- G. **Case Studies:** These are actual cases collected from other organizations. The trainee must identify the major and minor problems in each case, filter the significant from the insignificant, analyze the issues involved, logically fill in the missing links and arrive at some means for solving the identified problems.
- H. **Role Playing:** The trainee is asked to play a part in a problem situation requiring interaction with others.
- I. **On-the-job Experience:** This is learning from experience. It relates to interaction with fellow professionals on the job and provides a source of both motivation and information.
- J. **Position Rotation:** This involves moving from one section of the organization to the other for the purpose of gaining a broad knowledge on all aspects.

2.6.1 Impact of In - Service Training on Teachers' Role Performance in Schools

Training of teachers is an essential means through which they can improve on their previous knowledge thereby making them more productive. It also enables them to perform effectively as well as versatile in skills utilization. Ojo (1998) stated that, in – service training of teachers provides opportunities to retain employed workers to perform new and changed jobs. This may be necessitated by technological changes or introduction of new products (in-service training). Husaini (2015) observed that no matter the quality of the type of training initially acquired by a teacher additional knowledge is necessary to improve and enhance his performance. Pauline (2013) opined that all teachers require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners.

Teachers who have received some in-service training are generally, found to teach better than those who have not, although it depends on the purpose and quality of the training. According to Tahir (2005) “the in-service training and professional development of teachers cannot and should not be glossed over nor handled with levity”. In addition to the above assertion, NPE (2004) cited in Tahir (2005) put in that, “no matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill this gap and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and or count towards future advancement.

It is evident that due to the situation the education system find itself; students’ performance has drastically reduced. Moses (2005) stresses that, teacher education is the hub of the education enterprise and the pivot of national development”. He went further to say that “where teacher education is relegated to the background, that nations’ development is stunted and quarter backed professionals are produced, who cannot bring about meaningful development. Quality teacher education is thus the harbinger of national development.

Tahir (2005) cited in Husaini (2016) asserted that the revelation of the UBE Monitoring and National Assessment Report of 2003 indicated that the in-service training and professional development of teachers cannot and should not be glossed over nor handled with levity”. He added that, “the rate and growth of unqualified teachers in the education sector portends great trouble for the country, if not tackled head-on. This means conscious efforts have to be taken to tackle the problem”. This is why the in-service professional development programme should be of utmost importance in any education programme targeting quality. Training in education will give the secondary school teachers the viability to explore skills

and competencies and utilize it optimally and maximally to enable them mould their students effectively.

Pauline (2013) indicated that teachers need not only sound subject knowledge but also training on how to teach, particularly at early grades. The training programmes will give them the versatility to address and focus their experiences depending on the needs of the students as well as that of the society, which will help in getting quality education. Staff development programme will build confidence in the teacher and be gingered towards frequent challenges that the teacher may encounter. As a result of inadequate training, including over emphasis on theory rather than practice, many newly qualified teachers are not confident that they have the skills necessary to support children with more challenging learning needs.(Pauline, 2013) In addition to that, Pauline (2013) said, “all teachers require continuing support once they reach the classrooms to enable them to reflect teaching practices, to foster motivation and to help them adapt to change, such as using a new curriculum or language of instruction. Ongoing training can also provide teachers with new ideas about how to support weak learners. Teachers who have received some in-service training are generally, found to teach better than those who have not, although it demands on the purpose and quality of the training.

Having cleared some of the ground, it is now possible to suggest a general statement indicating the purpose of in-service education. This is that in-service education aims to wide and deepen teachers’ knowledge, understanding and expertise (including skills, techniques and powers of judgment) in respect of their professional work, by means of activities designed primarily to attain this purpose. If this is acceptable as an all-sufficient statement, it needs to be elaborated in terms of some more specific objectives. Probably one of the best sets of

objectives is provided by the Advisory Committee on the Supply and Training of Teachers cited in Shaibu (2016), which include to enables teachers:

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

The chief thing to be noticed about these for objectives is their catholicity in that they are intended collectively to assist teachers to relate their in-service studies to their schools, the wider educational scene and society in general. At the same time, the all-inclusiveness of these objectives permits and encourages teachers' career aspirations (including those relating to promotion) to be met. Thus, in-service education starts by helping teachers to examine their existing practices in school in a critical manner, possible with the help of other people working in the school or outside it. This will enable them to identify their immediate professional problems and needs. As a result of preliminary work, they should then be in a position to take action in meeting these needs.

2.7 Concept of Induction Training

This type of training is conducted for newly employed workers of an organization. This is usually to help welcome the new employees and to make them feel welcome. Apart from making the newly employed welcome, induction training gives new employees accurate and useful information about the organization, the employee services it offers and also

personnel policies. Habu and Daggett (2008) observed that the following benefits can accordingly result from an effective induction programme.

- A. Higher job satisfaction. This implies that induction training leads to improvement of staff job satisfaction.
- B. Lower labour turnover. This implies that if staff derived satisfaction from their jobs or works, it will make them to stay in the job.
- C. Greater commitment to values and goals. This implies that induction programme to energize the staff to be committed to their work and work toward the attainment of goals and objectives.
- D. Higher performance as a result of faster learning times. Since induction programme is usually conducted when staff are newly employed or posted to an organization, it will facilitate learning tasks of new employees and enhance their performance.
- E. Better consumer services through heighten productivity. No doubt, induction training facilitates the work output of newly employed staff in term of quality and quantity.
- F. Improved manager – subordinate relationship. Through induction training, the newly employed staff will feel at ease in organization and will feel free to ask their superior officers in any issues of clarification or guidance in the organization where the need arise.
- G. Better understanding of company policies, goals and procedures. It is a well known fact that induction programme gives newly employed staff the knowledge and understanding to identify the goals and objectives of an organization and work toward it realization.

Reasons for Ineffective Induction Training in Most Organizations

There are various reasons for ineffective induction training in organization, education industry inclusive. However, according to Habu and Dageet (2008), the following are some of the reason for ineffective induction training of staff in organization.

1. Supervisor responsible for the task lack the time or ability to fulfill this obligation.
2. Organizations do not regard anxiety and stress owing to insecurity and unfulfilled expectation as a primary cause of labour turnover among new employees. They therefore consider induction to reduce anxiety and stress as unnecessary.
3. Most organizations regard effective recruitment and selection, training and development as substitute for induction.
4. Where inductions are introduced and the key components of training are missing in such induction training, it often leads to poor performance of staff.
5. Induction is aimed at inducing employees to adhere to organization practices and procedures while little attention is paid to instilling loyalty and commitment to the organization.
6. Employees who are transferred or promoted within the organization are not subjected to induction programme.
7. Induction programmes are not followed up. That is, the success of these programmes is not determined.
8. Induction programmes are often concentrated on promoting the image of the organization.

2.7.1 Impact of Induction Training on Teachers' Role Performance in Schools

It is an undisputable fact that symposium training has a lot influence on the performance of staff in any organization. However, the following are some of the impact of

induction on the performance of staff in primary schools. According to Ndayelechi (2010) and Habu and Dagett (2008), the purposes of orientation in schools include the following.

1. Acquainting new employees with job procedure and in adjusting smoothly to the organization and the job.
2. Provide specific information to new employees on the organization (e.g. educational institutions and parastatals), their job or tasks in it and the performance expected of them, their colleagues, clients and so on.
3. Show new employees the workplace, including the available facilities such as classrooms, laboratories, libraries, sports and games fields, equipment, instructional materials among others.
4. Creating a sense of belonging among employees by showing them how their job fit into the overall organization.
5. Indicating required behavior pattern for effective job performance.
6. Acquitting new employees with the preferred means by which the aims and objectives of organization should be attained.
7. Establishing a relationship with the co-workers or colleagues in school including subordinates and supervisors.
8. Identifying the basic responsibilities of job to be performed or carried out in the organization.

2.8 Concept of Orientation Training

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

of heat, light, humidity, and wind. It helps to build staff confidence and boost effective contribution or productivity it is avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management during such a programme, teacher need to be informed about school regulations organizational, pattern structure, the curriculum plan instructional materials and equipment, pupils service, day-to-day activities, curricular activities, school – records and procedures for keeping them and so on. It is assumed that, the quality of human resources in any organization is frequently the most important factor that determines whether or not the organization is going to be successful whether it will realize a satisfactory return on its investment and whether it will achieve its basic objectives.

According to Abdullahi (2016) orientation is a systematic effort an organization makes to minimize the problems which new employees are likely to face. It helps to build staff confidence and boost effective contribution or productivity; it is to avoid the use of trial and error in dealing with very sensitive aspects of school supervision or management during such a programme, teacher need to be informed about school regulations. Organizational pattern, structure, the curriculum plans instructional materials and equipment, pupils service, day-to-day activities, curricular activities, school-records and procedures for keeping them, and so on. Some organization adopt the procedures of printing curriculum guides, handbooks and appointing a special committee to handle such matters and report back to the school head.

2.8.1 Impact of Orientation Training on Teachers' Role Performance in Schools

Orientation in the education sector is the introduction of newly appointed staff to the objectives, policies and practices of the education enterprises and to their position and tasks as workers in the enterprise with a view to easing their entrance into it. This implies that orientation helps new recruitment teachers to easily familiarize he/herself to the activities of

the schools. According to Habu and Dageet (2008), the purposes of orientation in schools include the following.

1. Assist new employees in adjusting smoothly to the organization and the job.
2. Provide specific information to new employees on the organization (e.g. educational institutions and parastatals), their job or tasks in it and the performance expected of them, their colleagues, clients and so on.
3. Show new employees the workplace, including the available facilities such as classrooms, laboratories, libraries, sports and games fields, equipment, instructional materials among others.
4. Creating a sense of belonging among employees by showing them how their job fit into the overall organization.
5. Indicating required behavior pattern for effective job performance.
6. Acquitting new employees with the preferred means by which the aims and objectives of organization should be attained.
7. Establishing a relationship with the co-workers or colleagues in school including subordinates and supervisors.
8. Identifying the basic responsibilities of job to be performed or carried out in the organization.

From above highlighted points, it is evident that orientation training help welcome the new employees and to make them feel welcome and comfortable in the organization. Apart from making the newly employed staff welcome, it gives employees accurate and useful information about the organization, the employee service it offers and also personnel policies.

2.9 Concept of Conferences Training

The Latin root of the word “conference” means literally bring together. Therefore, conference is a gathering of people with a common interest or background, with the purpose of allowing them to meet one another and to learn about and discuss issues, ideas and work that focus on a topic of mutual concern. A conference brings people together with common interest to participate in discussions of important information or ideas or listen to lectures to obtain information. Conferences come in many shapes and sizes, but all need to be organized. While small and large, further reaching conferences have different needs. A conference needs to be planned in terms of location, space, timing, content and form, all need to be determined. Any conference needs to inform its intended audience of its existence and to be convinced that the audience will attend.

Conferences are held in so many places other than workplaces and neighborhoods of their participants, so that the people attending can focus on the topic at hand without distractions. Some conferences are held in another area of the country or the world for maximum concentration. It may also be held online, teleconferences bring people together through line video feeds, allowing people to discuss issues, hear presentations and network without leaving their homes or offices. Similar situations can be set up using internet, projectors and web cam This is sometimes conducted through conference or workshops. Shaibu (2016) observed that conference is not highly formalized, since the trainees are treated as participants and not just perceive recipients. The theme chosen for conferences must be relevant to the organization’s objectives.

Ezenne (1998) said that conferences are usually used to tackle a single or set of problems”. It may involve session of various types; such as lectures, panel discussions,

workshops etc. Example of such is the national conference of principals of secondary schools. According to Kate wood and Jackson (undated) “conference is an event, sometimes lasting a few days, at which there are a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally”.

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

A conference may last a few hours or several days. It may be a one-time event or regular events fix on participants depending on the type of conference paper that is being presented. In conferences, there are different types of conference papers that are used during the presentation such as:

- a. Paper with respondent: in this type of presentation, a speaker gives a 30 minutes paper, and the respondent gives a 15 minutes response to the paper. The speaker subsequently gives a 15 minutes reply to the conference.
- b. Panel presentation: in this type of presentation panel session include 3-4 speakers, each to whom talks for 15-20 minutes. Panel may also have a discussant who comments on the paper/presentation individually and as a group.

- c. Roundtable: a roundtable conference paper features five or more speakers of whom talks for 5-10 minutes.
- d. Workshop: these sessions can vary in length from 90 minutes to one full day.
- e. Poster talks: it gives the audience a chance to question the poster creator at a specified time.

Types of Conference

There are different types of conference. However, Shaibu (2016) identified the following types of conference:

1. **Academic Conference:** Most academic conferences are centered around a single and sometimes on a single topic within that subject. The format usually involves graduate students and academics presenting their research work and theories and defending, expanding or changing them in response to questions, criticisms and other feedback from colleagues. Academic conferences are often sponsored by the professional organization of the discipline involved.
2. **Professional Association Conferences:** These type of conferences are similar to academic conferences in some ways, but presentations tend to be focused more on practical issues, both have to do with the actual work participants do, with regulations, findings and other forces that affect the profession.
3. **Training Conference:-** a training conference is a type of conference that may be run by a professional association but is at least as likely to be conducted by an industry or organization, a state, federal agency or a local initiative. As the name implies, its purpose is training, and so it might include workshops on methods and techniques, information on

new regulations or simply on exchange of experience and methods among people from a number of different organizations.

4. **Problem-Related Conference:** This might be convened by almost any association, organization, institution or citizen groups to focus on a particular concern.

2.9.1 Impact of Conference Training on Teachers' Role Performance in Schools

Staff development programmes can by far influence the performance of teachers in many spheres, most especially where technocrats share ideas on new development. Okotoni & John (2005) asserted that training primarily focuses on teaching organizational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. Conference of teachers, aims primarily to enable them perform their current jobs and help them acquire the knowledge and skills they need to be effective performers, which will facilitate the process grooming the needed type of crops of youth the nation needs for sustainable development. They went further to say that “development on the other focuses on building the knowledge and skills of organizational members so that they will be prepared to take on new responsibilities and challenges.

Conferences play a vital role in all life situations, which include health, education, religion sectors among others. According to Shaibu (2016) some of the uses of conference include:

1. As a result of research, new findings, information, works, methods and ideas that are needed to be shared can only be accomplished through conference purposely because of that findings.
2. Conference also aids in informing and energizing people about an issue, to create a critical mass of concern about it or to develop strategies for approaching it.

3. Conference also aids in exchange of experience and methods among people from a number of different organizations.
4. In academic conference, besides the exchange of ideas, is also networking which in academia is a key to collaboration, funding employment and other professional benefits.
5. For a new field whereby due to several reasons still lack a clear identity, conference could bring together the people who are building it and help to define it.

Conference mostly comprises of different personalities in the field of education with bountiful of ideas. Robinson (1996) discussing the form and use of conferences, which the researcher adopted as one of the elements under training recognized its strength for conveying a message to a large audience, while seeking opportunity to hear and comment on views of recognized authorities. Teachers have access to a broad range of ideas through conferences which lead to enhanced performance. Kirsten (2007), emphasized that, Generic professional development run within the school does not always assist teachers to gain new ideas and resources to better support them in their roles as teachers of physical education. Attending a conference allows teachers to better demonstrate their professionalism, their understanding of the ongoing need for professional learning and the broader role of educators.

There are many opportunities derivable through conference attendance by teachers. As such Kirsten (2007) stated that, Conference attendance can also support teachers to better meet the needs of their students consistently designed to meet the needs of teachers in primary, secondary and tertiary sectors. It provides those in the profession with a range of learning opportunities, including which include.

1. Access to, and experience of, a range of innovative games and activities for use in a physical education programme.

2. Theory/practice sessions that assist in the developing knowledge of Physical Education content, planning and delivery, relevant to curriculum and the needs of learners.
3. Ideas about ways to challenge, excite, and engage students in all areas of a Physical Education program, including non-traditional aspects.
4. Keynote presenters, and discussion forums that explore broader educational issues impacting of schools, teachers, curriculum and physical programmes.
5. The latest information relating to national policy initiatives and developments.
6. Access to the wealth of knowledge among others.

2.10 Concept of Mentoring Training

In the field of education, the formal pairing of an expert teacher with a novice teacher whereby the experienced teacher is used as a knowledgeable and skilled resource for the novice is known as mentoring (Campbell & Brummett, 2007). This professional development approach is a form of coaching that tends to be short-term and geared towards supporting and guiding beginning teachers or those new to a school or school system. Although there has been a growing interest in mentoring as teacher professional development, and many basic mentoring skills are now embedded in teachers' everyday work, much of the literature on mentorship focuses on dimensions of beginning teacher induction programs. As a means of guiding and supporting practitioners to ease them through difficult transitions, teacher mentoring is essential for unblocking impediments to change by building self-confidence and self-esteem as well as directing, managing and instructing (Fletcher, 2000).

According to Husaini (2015), mentoring is the act of giving another person help and advice over a period and often teaches them how to do their job. Habu and Dagett (2008) described mentoring as the process of using specially selected and trained individuals to

provide guidance and advice which help to develop the careers of the persons allocated to them. Mentoring offers a wide range of advantages for the development of the Mentee. Coaching is just one of the possible benefits of the relationship between the mentor and mentee. The mentor may occasionally be the individual's immediate manager, but usually it is a more senior manager in the same or a different function. In this regard, Kram in Derek et al, (2008) identified two broad functions of mentoring, the first of which is the career function, including those aspects of the relationship. That primarily enhances career advancement, such as exposure, visibility and sponsorship. The second is the psychological function, which includes those aspects of the relationship that primarily enhance a sense of competence clarity of identity and effectiveness.

According to Shaibu (2016), teacher mentoring is implemented in two main ways: one-to-one mentoring and group mentoring. For one-to-one mentoring, novice teachers are assigned a mentor – an experienced colleague-for about three years. The mentoring process covers all aspects of teaching, such as the discussion of teaching materials, lesson observation and critiquing, teaching methods and the setting and marking assignments. The mentee and mentor are expected to work closely, and the progress of the mentee is monitored closely not just by the mentor but also by the school leaders who hold the mentor accountable for the development of the teacher under his or her charge. Mentoring may take place not only on a one-to-one basis but also a group whereby novice teachers learn from their more experienced colleagues through daily collaboration and lesson observations. Teacher collaboration primarily takes the form of either a teaching-research group or a lesson preparation group. A teaching-research group consists of teachers who combine according to the subjects they teach (for example, Mathematics), while a lesson preparation group is made up of teachers of

the same subject on the basis of the grade they teach (for example, Mathematics for JSS1). Each group has a group leader who is tasked to guide and coach the novice teachers in the group.

Mentoring occurs within the teaching – research group when the senior teachers guide the junior teachers in various teaching – research activities. The teachers may come together to discuss their teaching experiences, share ideas about a new theory or practice, discuss examination questions and problems encountered in teaching, share suggestions, and conduct research related to teaching. Not all activities of the teaching-research groups have to be face-to-face; some teaching- research group members engage in online discussing for greater flexibility and convenience. Therefore, in order to encourage resource sharing, the materials and research findings of teaching research groups and lesson preparation groups are often uploaded onto the school’s own staff portal for all teachers for access. Teaching research groups also invite educational experts such as teaching research officers from the community university professors and senior teachers from other schools, to speak to, assist and mentor the teachers.

Derek et al(2008), on the basis of research with both mentors and mentees, described eight individual mentoring functions which are: role modeling; strategies and systems advices; personal and emotional guidance ; coaching ; advice ; personal and emotional guidance; coaching ; advocacy; career development facilitation; learning facilitation and friendship. Derek et al (2008) found that the most common advantages of mentoring were perceived as role modeling and counseling. There is evidence that mentoring does benefit both parties (Mentors and mentees). There is a need to further examine mentoring as professional development for all participants involved. It is well documented that during

initial training and in their first few years in the classroom, many teachers, perhaps even the majority, experience difficulties in learning to teach.

In an effort to address competency issues of new teachers, mentoring has become a widely popular response to meeting these needs and can appeal to the learning needs of both mentors and mentees. This is because, it is really important for beginners to have systematic, intense mentoring in the first year” Scherer. Engaging in the mentoring process can help novices to prepare themselves for teaching, developing a wide range of teaching and classroom management skills and gaining knowledge of students’ learning processes Glickman. Experienced teachers can also gain pedagogically through mentorship experiences.

Shaibu (2016) observed that mentor teachers frequently acknowledge working with beginning teachers as a source of new ideas about curriculum and teaching. Mentor teachers can develop and improve their teaching by acquiring an inquiring stance and engaging in dialogue about teaching, validating their experiences as teachers. Inquiry becomes personal as well as collegial, and professional relations are transformed. Many successful mentoring programs delineate specific roles and responsibilities of mentor teachers. Lambert (2003) suggested that mentoring new teachers is an activity that can foster teacher leadership. Mentors are most often master teachers who are able to offer constructive criticism to assist new teachers to understand school policies and practices while offering advice for solving immediate problems (Ballantyne & Hansford, 1995). While they are professional resources for knowledge and procedure, they may also act as role models, counsellors and coaches, encouraging and engaging in reflection with the mentee.

Mentoring can be challenging and requires a significant investment of time and energy from both partners. Master teachers sometimes struggle with articulating the specifics of their

actions and practices for comprehension by novices. Some research shows that mentoring can sometimes reinforce traditional norms and practices rather than promote best professional practices. Mentors who receive some form of mentoring training are more effective in their roles. Training should include opportunities for teachers to gain skills in observing, reflecting, and dialoguing about teaching in non-judgmental ways, while providing models of effective mentoring (Hussein, 2013). Engaging in mentoring training and the process of becoming an effective mentor is an additional professional development opportunity for teachers. Mentors must have an understanding of the adult learning process and be aware of the needs and developmental stage of the mentees so that they can fully support their growth and professional development.

2.10.1 Impact of Mentoring Training on Teachers' Role Performance in Schools

As it is, training on the job is of paramount importance, this is mainly because many teachers learnt the art through senior colleagues without which they might face numerous challenges. Organization of Educational Center and Development (2009) stated that, the main challenges facing beginning teachers are remarkably similar across countries, such as motivating students to learn, classroom management, and assessing student work. Induction and mentoring programmes may help new teachers cope with these challenges and combat early dropout from the profession. Mentoring is a term generally used to describe a relationship between a less experienced individual called a mentee or protégé and a more experience individual known as a mentor. Mentoring is defined as a one-to-one relationship in which an expert or a senior person voluntarily gives time to teach, support and encourage another (Santamaria, 2003).

Thus, Mentoring passes on knowledge of subjects, facilitates personal development, encourages wise choices, and helps the protégé to make transitions. In other research it is stated that most of the literature primarily examines mentoring in relation to individual career development, with the mentor as a friend, career guide, information source, and intellectual guide. This review promotes mentoring with peers where those in the mentoring relationship are colleagues. Both participants in peer mentoring have been known to achieve a level of mutual expertise, equality and empathy frequently absent from traditional mentoring relationships (Zachary, 2002). There is a necessary role for schools in providing an environment where novices are able to learn the craft and survive and succeed as teachers. Another broader definition of mentoring is someone who helps a protégé learn something that he or she would have learned less well, more slowly, or not at all if left alone (Bell 2000). All mentors are not supervisors or managers. But all effective supervisors and managers should be mentors.

Every organization has its own tradition of inculcating into its students knowledge. Harwell (2003) stressed that, collaborative, face-to-face professional learning and work are the hallmarks of a school culture that assumes collective responsibility for student learning. Dunst (1991) has suggested that mentoring consists of two elements: provide the experiences that increase self-determination, freedom, making decision, and responsibility in the work place, and giving opportunity to the employees to show their abilities as well as learning skills that foster their functioning (Dunst, 1991). In the strategic performance mentoring model, the necessary elements for employees' mentoring in the organization includes: supervisor or colleagues modeling, mentoring of subordinates, and organizational development. Bowen & Lawler (1992) define mentoring as sharing with frontline employee's four organizational

ingredients: information about organization's performance, rewards based on the organizations' performance, knowledge that enables employees to understand and contributes to organizational performance, and power to make decisions that influence organizational direction and performance.

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

Formal mentoring is not as powerful as informal mentoring in some ways, but it is a process the organization should still pursue. The benefits are too important to pass up. The organization should develop a mentoring program that is well thought out and implemented, with adequate resources. There are benefits of mentoring for the protégé, the mentor and the organization. Mentored individuals tend to enjoy more advancement opportunities and higher wages than their non-mentored counterparts (Nemanick, 2000). People tend to relate more readily and positively to peer assistance than to supervisory direction. Mentoring provides a non-threatening environment for learning and growth to occur. Also, mentors and mentoring have a positive and powerful impact on professional growth, career advancement, and career mobility for the protégé. According to Husaini (2015) mentoring promotes six things a person moving into a management or leadership role must learn. These are politics of the

organization, the norms of the organization, the standards of the organization, the values of the organization, the ideology of the organization, and the history of the organization. This leads to increased job satisfaction. There are also benefits for the mentor. Mentors share and take pride in their protégé's accomplishments, mentoring invigorates and renews their commitment to their job and their profession, and a legacy of the mentor is left (Williams, 2000). The benefits for the organization are both tangible and intangible. The organization benefits with more employees successfully completing their probationary periods. The mentoring creates enthusiasm, camaraderie, and professionalism, and impacts positively the entire culture of the organization, promoting organizational values, norms, and standards.

Habu and Daggett (2008) asserted that mentoring aimed at complementing learning on the job, which must always be the best way of acquiring the particular skills and knowledge the job holder need. It also complements formal training by providing those who benefit from it with individual guidance from experience colleagues. In this regard, Perrone (2003) stated that mentoring should be seen as a critical element in helping the organization achieve its strategic goals. The reasons for establishing a mentoring program must be linked to an organization's business goals. Mentoring improves employee performance, increases commitment to the organization, improves flow of organizational information, and supports leadership and management development.

2.11 Empirical Studies

The empirical studies employed in this study are based on the studies conducted by other researchers in relation to the present research study. Their similarities and differences to the present study are critically examined. Some of the research studies reviewed are presented below.

Aliyu, Sunusi and Abdulkarim (2019) conducted a research on the “Relationship between Staff Development Programmes and Teachers’ Role Performance in Primary Schools in Bida Local Government Area, Niger State”. Three (3) research objectives guided the study which are to establish the relationship between in-service training and teachers’ role performance in Primary Schools in Bida Local Government Area; assess the relationship between seminars training and teachers’ role performance in Primary Schools in Bida Local Government Area; and find-out the relationship between workshops training and teachers’ role performance in Primary Schools in Bida Local Government Area. Three (3) research questions and three (3) research hypotheses were also formulated to guide the study which was in line with the study objectives. Correlation survey design was used for the study.

The target population for the study is one thousand and twenty seven (1027) respondents, which comprise of 969 primary school teachers and 58 head-teachers. Stratified random sampling technique was used to select 100 samples for the study. A structured questionnaire of thirty (30) items, tagged “Staff Development Programmes and Teachers Role Performances (SDPATRP)” was used to collect data for the study and Pearson Product Moment Correlation was used to analyzed the data collected. The hypotheses formulated were tested at 0.05 level of significance. However, the study revealed that there is positive relationship between in-service training and teachers’ role performance in primary schools. The study recommended that state and Federal Government should allocate adequate fund for training and re-training of teachers in primary schools in order to improve their skills and service delivery towards the attainment of desired educational objectives.

The study is related to the present study in the sense that since it assessed the relationship between staff development programmes and teachers’ performance in schools,

which is the main variable of the present study. In terms of level, both the studies focused on teachers in Primary level of education. However, the study differs from the present study since it was only concerned with the relationship between staff development programmes and teachers' role performance in primary schools. In terms of location, the study covered primary schools in Bida Local Government Area of Niger State while the present study focused on primary school in Kaduna State. This implies that in terms of location, the study covered Bida Local Government of Niger State while the present study covered the Kaduna State.

Husaini (2015) investigated the "Impact of Staff Development Programme on the Performance of Secondary School Teachers in Bauchi State". The study raised five objectives, these are to identify whether conferences, workshops, seminars, mentoring and in-service have impacted positively or otherwise on the performance of teachers in secondary schools in Bauchi State. Research questions and hypotheses were formulated in line with the set objectives. Descriptive survey research design was used. The population of the study was 10,631 out of which 9657 are teachers, 712 principals and 262 Ministry of Education officials. Purposive sampling technique was used to derive sample from the eleven educational zones. Thus, the sample of the study was 300 teachers, 150 principals, and 80 Ministry of Educational officials. The instrument used for data collection was through the use of self-constructed questionnaire. The data collected were presented by the use of frequency and percentages, and later analyzed through the use of Analysis of Variance (ANOVA) statistical technique.

However, the study revealed that there is significant impact of in-service training, conferences, workshops, seminars and mentoring on the performance of teachers in secondary schools in Bauchi State. Finally, the study recommended that, the government, NGOs, and

other educational stakeholders should regularize the conduct of educational conferences, workshops; seminars among others for senior secondary school teachers in Bauchi State. This will improve teachers' skills, productivity and effectiveness in service delivery and sustained achievement of desired educational objectives.

The study is related to the present study in the sense that it assessed the impact of staff development on the performance of teachers in schools, which is the main objective of the present study. However, it differs in the sense that it was only concerned with teachers in secondary schools while the present study focused on teachers in primary schools. Also, in term of location, the study was conducted in Bauchi State, Nigeria while the present study is in Kaduna State. This indicated that, in terms of location and level, both the studies differ.

Abdullahi (2016) conducted a study on evaluation of Staff Development Programmes for Teachers in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria. The study has six objectives set to; examine conferences organized for teachers in Primary Schools in Zaria metropolis, to determine workshops organized for teachers and to examine orientation organized for teachers are among the objectives of the study. Six (6) research questions and hypotheses were formulated in line with the set objectives. Survey research design was adapted and the population of the study consisted of 810 teachers, 35 head teachers and 60 LGEA officials of Zaria metropolis Kaduna State. Cluster sampling technique was used in the selection of sample of the study. Out of the population, 285 teachers, 35 head teachers and 40 LGEA officials were randomly selected from 35 primary schools. Therefore, the total number of 360 respondents was served as a sample for the study. The data for the study were collected through the use of self constructed questionnaire, the validity of the instrument was determined through vetting of the content by experts in Educational Administration. The

reliability coefficient was obtained at 0.77. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using Analysis of Variance (ANOVA) and analyzed the data at 0.05 significant level.

The findings of the study revealed that there were regular staff development programmes through conferences and workshops for teachers, while there were no regular in-service training and symposia for teachers in primary schools in Zaria metropolis, Kaduna State. In view of this, the study recommended that government should double her efforts for staff development programmes through in-service training, symposia and mentoring for primary school teachers in Zaria metropolis, Kaduna State.

The study is related to the present study in the sense that it evaluate the impact of staff development programmes on the performance of teachers in schools, which is the main thrust of the present study. In addition, both the studies focused on primary schools teachers. However, it differs in the sense that it was only concerned with primary school teachers in Zaria metropolis while the present study focused on teachers in primary schools in the whole Kaduna State. This indicated that in term of location, the study is limited in scope, since it only focused on Zaria metropolis.

Shaibu (2016) examined the impact of staff development programmes on the instructional task performance of secondary school teachers in Kaduna metropolis. Five objectives were generated alongside with five research questions. The study was limited to principals and teachers in private and public secondary schools in Kaduna metropolis. The research design adopted was survey method. Thirty-eight (38) government secondary school and ninety-four (94) registered private secondary schools making a total of one hundred and thirty-two (132) secondary schools forms the total population of the study. Stratified random

sampling was adopted to arrive at twelve government secondary schools and sixteen private secondary schools in the study area. The total numbers of sampled respondents were four hundred (400). The research instrument used for data collection was a five-likert scale questionnaire. The research instrument was validated by experts in the field of educational administration and planning, a pilot study was carried out and the reliability coefficient of 0.77 was established. The data collected were analyzed using frequency tables, percentages and standard error.

However, the findings of the study revealed that seminar programs give teachers the opportunity to fulfill their potentials by learning new skills, and generally improve their instructional effectiveness and quality of service through improved performance. The researcher concluded that there is a positive correlation between staff development programs and the instructional task performance of secondary school teachers, staff development help teachers create the understanding from experiences with peers and resources and reflect upon those experiences. The researcher recommended that policy makers and administrators should revise staff development program policy and also staff development programs should be organized periodically and academic mentors should be employed by administrators to help novice teachers become successful in their teaching profession.

The study is related to the present study in the sense that it assessed the impact of staff development on the performance of teachers in schools, which is the main objective of the present study. However, it differs in the sense that it was only concerned with teachers in both public and private secondary schools while the present study focused on teachers in primary schools. this means that, in term of level, both studies are differ. Also, in term of location, the

study was conducted in Kaduna metropolis while the present study make used of Kaduna State as a whole. This indicated that, in terms of location and level, both the studies differ.

2.12 Summary

This chapter has reviewed some literature related to staff development programmes in line with the raised objectives of the study. In this review, conceptual definitions of some terms were vividly reviewed such the meaning of development, concept of staff training, concept of staff development and steps in staff development programme. Also, the concept of seminar training and its impact on the performance of staff in an organization, concept of workshop training and its impact on the performance of staff in an organization, concept of in – service training and its impact on the performance of staff in an organization, concept of symposium training and its impact on the performance of staff in an organization, concept of orientation training and its impact on the performance of staff in an organization, concept of conference training and its impact on the performance of staff in an organization as well as concept of mentoring training and its impact on the performance of staff in an organization were critically discussed.

In addition, some empirical works of the other researchers that are related to the present study were examined and their similarity and differences were unveiled. Based on the empirical studies reviewed, it is evident that more researches need to be conducted in the area of staff development programmes for teachers in institutions of learning, especially at primary level of education in Nigeria. It is against this backdrop that the researchers deem it fit to carry out research on Assessment of Staff Development Programmes on Teachers' Role Performance in Primary Schools in Kaduna State.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be used to carry out the research study titled “Assessment of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State”. It discussed the research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and method of data analysis.

3.2 Research Design

The research design used for the conduct of this study was descriptive survey research design. This design allows the researcher to observe, describe and collect information on a practice under study (Charles & Aligba, 2017). Since the study is descriptive in nature and will acquire data from head teachers, teachers and school inspectors to assess Staff Development Programmes on Teachers’ Performance in Primary Schools in Kaduna State, the researcher considered it appropriate to use descriptive survey design.

3.3 Population of the Study

The population of the study was twenty eight thousand, seven hundred and eighty two (28,782). This consists of twenty four thousand, one hundred and twenty two (24,122) primary school teachers, four thousand, two hundred and forty two (4,242) head teachers and four hundred and eighteen (418) school supervisors from the 23 Local Government Areas in Kaduna State. The table 3.1 shows the details of the population distribution for the study.

Table 3.1 Population of the Study

S/N	L.G.A	No. of Schools	No. of Teachers	School Supervisors
1	Birni Gwari	183	592	20
2	Chikum	253	1,382	26
3	Giwa	213	443	21
4	Igabi	283	1,299	29
5	Ikara	171	556	18
6	Jaba	100	627	8
7	Jema'a	179	1,190	18
8	Kachia	320	1,028	14
9	Kaduna North	67	1,932	6
10	Kaduna South	36	1,799	4
11	Kagarko	243	1,001	25
12	Kajuru	155	763	16
13	Kaura	104	1,164	10
14	Kauru	272	1,003	27
15	Kubau	274	1,019	30
16	Kudan	90	668	9
17	Lere	290	1,429	37
18	Makarfi	124	692	12
19	Sabon Gari	61	1,146	6
20	Sanga	186	787	19
21	Soba	238	849	24
22	Zango	284	241	26
23	Zaria	116	512	13
Total		4,242	24,122	418

Source: Kaduna State Universal Basic Education Board (2020)

3.4 Sample and Sampling Techniques

The sample size used for the study was three hundred and seventy eight (378) respondents. The selection of 378 samples was based on the recommendation of Research Advisor's Table (2006) for selection of sample size. The table recommended that for population of 25,000 to 50,000 respondents at 95% confidence level and 5% margin error, 378 sample could be used as sample. The table 3.2 shows the details of sampled for the study.

Table 3.2 Sample of the Study

S/N	L.G.A	Head- Teachers	Teachers	School Supervisors	Total Sampled
1	Giwa	12	24	6	42
2	Kachia	19	50	4	73
3	Kaduna North	4	97	2	103
4	Sabon Gari	4	56	2	62
5	Soba	14	41	6	61
6	Zaria	7	26	4	37
Total		60	294	24	378

Stratified random sampling technique was used to select six (6) out of twenty three (23) Local Government Areas in the state. This implies that, 26% of all the twenty three (23) Local Government Areas in the state was used for the study. In arriving at the sample of teachers, head-teachers and school supervisors used for the study, proportionate sampling technique was used. Also, simple random sampling technique was used to obtained sample of primary schools from each of the selected Local Government Areas.

3.5 Instrumentation

A researcher's self constructed questionnaire was used to collect data for the study. The questionnaire tagged "Impact of Staff Development Programmes on Teachers' Performance (IMSDPOTP)" was structured and designed based on the objectives and research questions. The questionnaire has two parts. Part A was on Bio data of the respondents. Part B had 60 items questions divided into six (6) sections designed to explore the Assessment of Staff Development Programmes on Teachers' Performance in Primary Schools in Kaduna State. The five points Likert rating scale with a response mode of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree SD) with numerical value of 5, 4, 3, 2 and 1 was used for this section of the instrument. The respondents were requested to indicate by ticking (√) in the appropriate boxes, the responses applicable to the items.

3.5.1 Validity of Instrument

According to Mustapha (2015), a measuring instrument is valid when it truly and accurately measures what is designed to measure. That is, the degree to which an instrument measure what it designed to measure. The researcher's supervisors and experts in the field of Measurement and Evaluation were requested to vet the instrument and offer useful suggestions on each item of the instrument. Their suggestions and corrections were incorporated in the final draft of the instruments.

3.5.2 Pilot Study

Pilot study gives researcher result that determines the use or otherwise of the instrument to collect data and provide result on instrument reliability (Jumare, 2017). In view of the above, the researcher used a small copies of the questionnaire to conduct the pilot study at Makarfi Local Government Area of Kaduna State. The pilot test was conducted by

administering the instrument on thirty eight (38) respondents which represent 10% of the sample for the study. These include thirty (30) randomly selected teachers, four (4) head teachers and four (4) school inspectors of education in Makarfi Local Government Area, Kaduna State. These teachers, head teachers and school supervisors were part of the target population but not part of the sampled respondents.

3.5.3 Reliability of the Instrument

According to Jumare (2017), an instrument could be termed reliable when its internal consistencies prove normality over a period of time. The reliability of the instrument is to help ascertain the consistency of the respondents in their opinions on the items in the structured questionnaire. The data collected from the pilot study were split into two and subjected to reliability test in determining the internal consistency of the items in the Likert structure of the questionnaire. The reliability coefficient stood at 0.72. This indicates that the instrument used for the study was reliable.

3.6 Procedure for Data Collection

The researcher with four (4) research assistants administrated the questionnaires to the selected teachers, head teachers and inspectors in the selected Local Government Areas. The on-the-spot administration technique was used. This help to ensure high rate of the questionnaire returned.

3.7 Methods of Data Analysis

The Information from the questionnaire were collated and analyzed, using descriptive and inferential statistics. Descriptive statistics used were frequency counts and simple percentage to analyze the bio-data of the respondents while mean was used to answer the

research questions. Inferential statistics used was One-Way Analysis of Variance (ANOVA) to test the significant difference between the opinions of the respondents. One-Way ANOVA was used because the groups are three (head teachers, teachers and school inspectors) and each group was independent. Also, the research involves comparison of opinions of respondents to determine whether there is any significant difference in the opinion of this group on assessment of Staff Development Programmes on Teachers' Performance in Primary Schools in Kaduna State. However, all hypotheses were tested at the 0.05 significance level.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the data collected, the analysis carried out and the discussion made on the findings. The presentation, analysis and discussions were structured into four sections. The first section of the chapter presented and discussed the bio - data variables of the respondents. The second section contained item analysis on respondents' opinions on each question raised under the ten item statements. The third section presented hypotheses testing and the fourth section presented the summary and discussions of findings.

4.2 Presentation and Analysis of the Respondents' Bio Data

This section presents and analyzes the bio-data of the respondents. It focused on demographic characteristics of respondents as related to the study which include respondent's status, gender, highest academic qualification and years of working experiences. However, a total of 294 copies of the questionnaire were distributed to teachers, but only 269 were returned. 60 copies of the questionnaire were distributed to the head-teachers, but, 51 were retrieved. In the same vein, 24 copies of the questionnaire were distributed to school supervisors, but only 21 copies were retrieved. Therefore, a total of 378 copies of the questionnaire were distributed but only 341 copies were returned. The analysis of the study was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire. Table 4.1 – 4.4 shows the bio-data distributions of the respondents.

Table 4.1: Distribution of the Respondents by Status

Status of the Respondents	Frequency	Percent (%)
Teachers	269	78.9
Head Teachers	51	15.0
School Supervisors	21	6.2
Total	341	100

Table 4.1 shows the distribution of the respondents by status. It indicates that 269 of the respondents which represent 78.9% of total respondents were teachers, the head teachers were 51 representing 15% of the total respondents, while 21 respondents which represents 6.2% total respondents were school supervisors. This shows that majority of the respondents were teachers.

Table 4.2: Distribution of the Respondents by Gender

Gender	Frequency	Percent (%)
Males	198	58.1
Females	143	41.9
Total	341	100

The table 4.2 shows the distribution of the respondents by gender. It indicates that 198 of the respondents which represent 58.1% of total respondents were males while 143 respondents which represent 41.9% of the total respondents were females. Although, there is no much disparity between the gender of the respondents, it shows that majority of the respondents were males.

Table 4.3: Distribution of the Respondents by Highest Academic Qualifications

Qualification	Frequency	Percent (%)
M.Ed/M.Sc	28	8.2
B.Ed, B.Sc	118	34.6
NCE	145	42.5
Others	50	14.7
Total	341	100

The table 4.3 shows that 28 respondents which represents 8.2% total respondents had M.Ed/M.Sc as their highest academic qualification, while 118 respondents which represents 34.6% of the total respondents has either B.Ed or B.Sc . Also, 145 respondents which represent 42.5% of the respondents had NCE as their highest academic qualification while 50 respondents which represent 14.7% of total respondents has other academic qualifications which are not stated above. The implication of this is that greater numbers of the respondents are qualified to provide the needed responses to the study under consideration.

Table 4.4: Distribution of the Respondents by Years of Working Experience

Year	Frequency	Percent (%)
1-10	129	37.8
11-20	88	25.8
21-35	59	17.3
31 years and above	65	19.1
Total	341	100

Table 4.4 shows the distribution of respondents by years of working experience. It revealed that those with 1-10 years of working experiences were 129 representing 37.8% of the total respondents. Those with 11-20 years of experience were 88 respondents representing 25.8% total. Respondents with 21-30 years of experience were 59 representing 17.3% while those with 31 years and above were 65 representing 19.1% of the total respondents of the

study. A consideration of this classification reveals a fairly equitable distribution in the rank and files of the respondents which is capable of given this study the desired responses for analysis and generalization.

4.3 Response to the Research Questions

This section presents the analysis and discussion of data related to the research questions raised in chapter one. In other words, this section analysed the responses of the respondents using frequency tables, simple percentages and mean. However, for the purpose of this study, when the mean score of an item is greater than 3.0 set for the study, the item was regarded as agree by majority of the respondents. On the other hand, when the mean score of an item is less than 3.0, the item was considered disagree. The responses to the research questions were presented in table 4.5 – 4.11.

Research Question One

How does seminar training impact on teachers' role performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.5.

Table 4.5: Opinions of Respondents on the Impact of Seminar Training Teachers' Role Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through seminar training, teachers learn how to plan lesson and this helps to enhance their performance.	Teachers	74	27.5	104	38.7	17	6.3	43	16.0	31	11.5	4.01
		H/Teachers	12	23.5	20	39.2	5	9.8	7	13.7	7	13.7	3.22
		Supervisors	4	19.0	4	19.0	1	4.8	5	23.8	7	33.3	3.08
2	Seminar training helps teachers to master their subjects and this improves their performance in class.	Teachers	78	29.0	110	40.9	14	5.2	31	11.5	36	13.4	3.67
		H/Teachers	15	29.4	21	41.2	2	3.9	6	11.8	7	13.7	3.53
		Supervisors	6	28.6	6	28.6	0	0	4	19.0	5	23.8	3.45
3	Through seminar training, teachers learn how to control their classes and this enhances their performance.	Teachers	87	32.3	97	36.1	33	12.3	29	10.8	23	8.6	3.55
		H/Teachers	15	29.4	20	39.2	5	9.8	6	11.8	5	9.8	3.43
		Supervisors	5	23.8	8	38.1	3	14.3	4	19.0	1	4.8	3.87
4	Through seminar training teachers learn how to introduce lesson which helps in improving their capacity, hence improved performance.	Teachers	61	22.7	113	42.0	18	6.7	48	17.8	29	10.8	3.76
		H/Teachers	9	17.6	25	49.0	5	9.8	7	13.7	5	9.8	3.02
		Supervisors	4	19.0	11	52.4	1	4.8	2	9.5	3	14.3	3.54
5	Through seminar training, teachers learn how to evaluate lessons which enhance their performance.	Teachers	57	21.2	99	36.8	16	5.9	63	23.4	34	12.6	3.03
		H/Teachers	12	23.5	21	41.2	1	2.0	8	15.7	9	17.6	3.09
		Supervisors	2	9.5	11	52.4	1	4.8	5	23.8	2	9.5	3.11
6	Through seminar training, teachers learn questioning techniques which helps them to improve their performances in class.	Teachers	60	22.3	92	34.2	28	10.4	52	19.3	37	13.8	3.21
		H/Teachers	19	37.3	15	29.4	1	2.0	8	15.7	8	15.7	3.00
		Supervisors	4	19.0	6	28.6	0	0	9	42.9	2	9.5	3.43
7	Seminar training guide teachers on how to carry out formative evaluation of pupils which enhances their performance.	Teachers	72	26.8	80	29.7	15	5.6	71	26.4	31	11.5	3.12
		H/Teachers	13	25.5	19	37.3	1	2.0	10	19.6	8	15.7	3.97
		Supervisors	2	9.5	10	47.6	0	0	5	23.8	4	19.0	3.09
8	Seminar training helps teachers to learn how to carry out summative evaluation of pupils which enhance their performance.	Teachers	91	33.8	91	33.8	30	11.2	38	14.1	19	7.1	3.21
		H/Teachers	12	23.5	18	35.3	9	17.6	7	13.7	5	9.8	1.86
		Supervisors	4	19.0	10	47.6	1	4.8	2	9.5	4	19.0	3.89
9	Through seminar training, teachers' knowledge increases and this helps to enhance their role performance.	Teachers	73	27.1	126	46.8	24	8.9	43	16.0	3	1.1	3.34
		H/Teachers	14	27.5	25	49.0	2	3.9	9	17.6	1	2.0	3.47
		Supervisors	2	9.5	9	42.9	0	0	10	47.6	0	0	3.21
10	Seminar training help teachers to learn how to effectively communicate and this enhances their performances in and outside class.	Teachers	66	24.5	107	39.8	30	11.2	44	16.4	22	8.2	3.51
		H/Teachers	14	27.5	19	37.3	5	9.8	5	9.8	8	15.7	3.52
		Supervisors	2	9.5	8	38.1	1	4.8	6	28.6	4	19.0	2.89

Table 4.5 shows the opinions of respondents on the assessment seminar training on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through seminar training, teachers learn how to plan lesson and this helps to enhance their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through seminar training, teachers learn how to plan lesson and this helps to enhance their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 4.01, 3.22 and 3.08, this indicated that majority of the respondents were of the opinion that through seminar training, teachers learn how to plan lesson and this helps to enhance their performance.

Item two assessed the opinions of respondents on whether seminar training helps teachers to master their subjects and this improves their performance in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that seminar training helps teachers to master their subjects and this improves their performance in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree

with the statement. With the mean score of 3.67, 3.53 and 3.45, this indicated that majority of the respondents were of the opinion that seminar training helps teachers to master their subjects and this improves their performance in class.

Item three sought the opinions of respondents on whether through seminar training, teachers learn how to control their classes and this enhances their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through seminar training, teachers learn how to control their classes and this enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.55, 3.43 and 3.87, this indicated that majority of the respondents were of the opinion that through seminar training, teachers learn how to control their classes and this enhances their performance.

Item four investigated the opinions of respondents on whether through seminar training teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through seminar training teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43

(16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.76, this indicated that majority of the respondents were of the opinion that through seminar training teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance.

Item five sought the opinions of respondents on whether through seminar training, teachers learn how to evaluate lessons which enhance their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through seminar training, teachers learn how to evaluate lessons which enhance their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.03, this indicated that majority of the respondents were of the opinion that through seminar training, teachers learn how to evaluate lessons which enhance their performance.

Item six sought the opinions of respondents on whether through seminar training, teachers learn questioning techniques which helps them to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through seminar training, teachers learn questioning techniques which helps them to improve their performances in class. 17 (6.3%)

teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.21, this indicated that majority of the respondents were of the opinion that through seminar training, teachers learn questioning techniques which helps them to improve their performances in class.

Item seven sought the opinions of respondents on whether seminar training guide teachers on how to carry out formative evaluation of pupils which enhances their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that seminar training guide teachers on how to carry out formative evaluation of pupils which enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.12, this indicated that majority of the respondents were of the opinion that seminar training guide teachers on how to carry out formative evaluation of pupils which enhances their performance.

Item eight investigated the opinions of respondents on whether seminar training helps teachers to learn how to carry out summative evaluation of pupils which enhance their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4

(19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that seminar training helps teachers to learn how to carry out summative evaluation of pupils which enhance their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.21, this indicated that majority of the respondents were of the opinion that seminar training helps teachers to learn how to carry out summative evaluation of pupils which enhance their performance.

Item nine investigated the opinions of respondents on whether through seminar training, teachers' knowledge increases and this helps to enhance their role performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through seminar training, teachers' knowledge increases and this helps to enhance their role performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.34, this indicated that majority of the respondents, to some extent, were of the opinion that through seminar training, teachers' knowledge increases and this helps to enhance their role performance.

Finally, item ten sought the opinions of respondents on whether seminar training help teachers to learn how to effectively communicate and this enhances their performances in and outside class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that seminar training help teachers to learn how to effectively communicate and this enhances their performances in and outside class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.51, this indicated that majority of the respondents were of the opinion that seminar training help teachers to learn how to effectively communicate and this enhances their performances in and outside class.

Research Question Two

In what ways do workshop training impacts on teachers' performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.6.

Table 4.6: Opinions of Respondents on the Impact of Workshop Training on Teachers' Role Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through workshop training, teachers learn how to control their classes and this enhances their performance in the class.	Teachers	66	24.5	108	40.1	16	18.2	49	18.2	30	11.2	3.22
		H/Teachers	10	19.6	22	43.1	3	5.9	9	17.6	7	13.7	3.11
		Supervisors	6	28.6	5	23.8	1	4.8	7	33.3	2	9.5	3.01
2	Workshop training enhances the performance of teachers on how to carry out formative evaluation of pupils.	Teachers	52	19.3	98	36.4	23	8.6	54	20.1	42	15.6	3.53
		H/Teachers	7	13.7	23	45.1	5	9.8	11	21.6	5	9.8	3.62
		Supervisors	2	9.5	9	45.9	3	14.3	3	14.3	4	19.0	3.51
3	Through workshop training, teachers learn how to improvise instructional materials and this helps to enhance their performance.	Teachers	54	20.1	89	33.1	25	9.3	55	20.4	46	17.1	3.43
		H/Teachers	13	25.5	17	33.3	1	2.0	11	21.6	9	17.6	3.02
		Supervisors	2	9.5	7	33.3	2	9.5	3	14.3	7	33.3	2.90
4	Through workshop training, teachers learn how to introduce and present lesson in a logical order which improves on their performance.	Teachers	47	17.5	126	46.8	28	10.4	45	16.7	23	8.6	3.02
		H/Teachers	5	9.8	24	47.1	8	15.7	10	19.6	4	7.8	3.03
		Supervisors	0	0	11	52.4	3	14.3	6	28.6	1	4.8	3.41
5	Through workshop training, teachers learn how to evaluate lessons, and this improve their performance.	Teachers	51	19.0	95	35.3	20	7.4	58	21.6	45	16.7	2.99
		H/Teachers	7	13.7	16	31.4	6	11.8	15	29.4	7	13.7	3.22
		Supervisors	1	4.8	8	38.1	2	9.5	8	38.1	2	9.5	3.31
6	Through workshop training, teachers learn dramatization techniques which helps to improve their performances in class.	Teachers	72	26.8	119	44.2	31	11.5	30	11.2	17	6.3	3.00
		H/Teachers	13	25.5	19	37.3	7	13.7	8	15.7	4	7.8	3.10
		Supervisors	1	4.8	11	52.4	1	4.8	7	33.3	1	4.8	3.33
7	Through workshop training, teachers learn how to effectively communicate and this enhances their performances in and outside class.	Teachers	77	28.6	103	38.3	38	14.1	39	14.5	12	4.5	3.97
		H/Teachers	8	15.7	25	49.0	8	15.7	7	13.7	3	5.9	3.41
		Supervisors	9	42.9	7	33.3	4	19.0	1	4.8	0	0	3.01
8	Through workshop training, teachers learn how to carry out summative evaluation of pupils.	Teachers	69	25.7	106	39.4	29	10.8	41	15.2	24	8.9	3.01
		H/Teachers	16	31.4	13	25.5	11	21.6	9	17.6	2	3.9	3.21
		Supervisors	2	9.5	9	42.9	5	23.8	3	14.3	2	9.5	2.71
9	Workshop training improve the capacity building of teachers which helps to enhance their performances in class	Teachers	72	26.8	114	42.4	26	9.7	36	13.4	21	7.8	3.50
		H/Teachers	11	21.6	30	58.8	3	5.9	5	9.8	2	3.9	3.12
		Supervisors	5	23.8	8	38.1	1	4.8	6	28.6	1	4.8	3.45
10	Through workshop training, teachers master their subjects and this improves their performances in class.	Teachers	67	24.9	115	42.8	24	8.9	38	14.1	25	9.3	3.74
		H/Teachers	10	19.6	21	41.2	6	11.8	10	19.6	4	7.8	3.76
		Supervisors	5	23.8	10	47.6	2	9.5	2	9.5	2	9.5	3.14

Table 4.6 shows the opinions of respondents on the assessment workshop training on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through workshop training, teachers learn how to control their classes and this enhances their performance in the class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn how to control their classes and this enhances their performance in the class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.22, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn how to control their classes and this enhances their performance in the class.

Item two assessed the opinions of respondents on whether workshop training enhances the performance of teachers on how to carry out formative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that workshop training enhances the performance of teachers on how to carry out formative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%)

school supervisors strongly disagree with the statement. With the mean score of 3.53, this indicated that majority of the respondents were of the opinion that workshop training enhances the performance of teachers on how to carry out formative evaluation of pupils.

Item three sought the opinions of respondents on whether through workshop training, teachers learn how to improvise instructional materials and this helps to enhance their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn how to improvise instructional materials and this helps to enhance their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.43, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn how to improvise instructional materials and this helps to enhance their performance.

Item four investigated the opinions of respondents on whether through workshop training, teachers learn how to introduce and present lesson in a logical order which improves on their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn how to introduce and present lesson in a logical order which improves on their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school

supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.02, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn how to introduce and present lesson in a logical order which improves on their performance.

Item five sought the opinions of respondents on whether through workshop training, teachers learn how to evaluate lessons, and this improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn how to evaluate lessons, and this improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 2.99, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn how to evaluate lessons, and this improve their performance.

Item six sought the opinions of respondents on whether through workshop training, teachers learn dramatization techniques which helps to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn

dramatization techniques which helps to improve their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.97, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn dramatization techniques which helps to improve their performances in class.

Item seven sought the opinions of respondents on whether through workshop training, teachers learn how to effectively communicate and this enhances their performances in and outside class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn how to effectively communicate and this enhances their performances in and outside class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.97, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn how to effectively communicate and this enhances their performances in and outside class.

Item eight investigated the opinions of respondents on whether through workshop training, teachers learn how to carry out summative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly

agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers learn how to carry out summative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.50, this indicated that majority of the respondents were of the opinion that through workshop training, teachers learn how to carry out summative evaluation of pupils.

Item nine investigated the opinions of respondents on whether workshop training improve the capacity building of teachers which helps to enhance their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that workshop training improve the capacity building of teachers which helps to enhance their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.50, this indicated that majority of the respondents, to some extent, were of the opinion that workshop training improve the capacity building of teachers which helps to enhance their performances in class.

Finally, item ten sought the opinions of respondents on whether through workshop training, teachers master their subjects and this improves their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through workshop training, teachers master their subjects and this improves their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.76, this indicated that majority of the respondents were of the opinion that through workshop training, teachers master their subjects and this improves their performances in class.

Research Question Three

How does in-service training impact on teachers' role performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.7.

Table 4.7: Opinions of Respondents on the Impact of In-Service Training on Teachers' Role Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through in-service training, teachers broaden their knowledge on teaching methods such as field trip method which helps to improve their performance.	Teachers	68	25.3	67	24.9	27	10.0	57	21.2	50	18.6	4.13
		H/Teachers	8	15.7	16	31.4	7	13.7	9	17.6	11	21.6	3.92
		Supervisors	4	19.0	10	47.6	2	9.5	0	0	5	23.8	3.75
2	Through in-service training, teachers master their subjects and this improves their performances in class.	Teachers	68	25.3	102	37.9	39	14.5	34	12.6	26	9.7	3.65
		H/Teachers	13	25.5	20	39.2	5	9.8	6	11.8	7	13.7	3.90
		Supervisors	6	28.6	5	23.8	6	28.6	2	9.5	2	9.5	3.52
3	Through in-service training, teachers learn how to control their classes and this enhances their performance.	Teachers	68	25.3	129	48.0	31	11.5	29	10.8	12	4.5	3.43
		H/Teachers	14	27.5	19	37.3	11	21.6	5	9.8	2	3.9	3.53
		Supervisors	7	33.3	10	47.6	1	4.8	3	14.3	0	0	3.95
4	Through in-service training teachers learn how to introduce and present lesson which helps to promote performance.	Teachers	46	17.1	126	46.8	45	16.7	38	14.1	14	5.2	3.02
		H/Teachers	8	15.7	26	51.0	6	11.8	5	9.8	6	11.8	3.81
		Supervisors	3	14.3	9	42.9	3	14.3	5	23.8	1	4.8	3.41
5	Through in-service training, teachers learn how to evaluate their lessons effectively which helps to improve their performance.	Teachers	66	24.5	107	39.8	35	13.0	38	14.1	23	8.6	3.55
		H/Teachers	20	39.2	18	35.3	6	11.8	5	9.8	2	3.9	3.37
		Supervisors	1	4.8	10	47.6	5	23.8	3	14.3	2	9.5	3.71
6	Through in-service training, teachers learn play-way techniques which helps to improve their performances in class.	Teachers	70	26.0	92	34.2	43	16.0	39	14.5	25	9.3	3.00
		H/Teachers	13	25.5	17	33.3	9	17.6	6	11.8	6	11.8	3.39
		Supervisors	2	9.5	10	47.6	2	9.5	5	23.8	2	9.5	3.22
7	Through in-service training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance.	Teachers	59	21.9	98	36.4	60	22.3	36	13.4	16	5.9	3.97
		H/Teachers	11	21.6	19	37.3	8	15.7	5	9.8	8	15.7	3.35
		Supervisors	4	19.0	7	33.3	10	47.6	0	0	0	0	3.31
8	Through in-service training, teachers learn how to carry out summative evaluation of pupils and this enhances their performance.	Teachers	62	23.0	105	39.0	52	19.3	32	11.9	18	6.7	3.86
		H/Teachers	16	31.4	14	27.5	8	15.7	10	19.6	3	5.9	3.20
		Supervisors	5	23.8	10	47.6	4	19.0	1	4.8	1	4.8	3.41
9	Through in-service training, teachers' knowledge increases and this enhance their performances.	Teachers	58	21.6	123	45.7	49	18.2	35	13.0	4	1.5	3.47
		H/Teachers	6	11.8	23	45.1	13	25.5	8	15.7	1	2.0	3.05
		Supervisors	4	19.0	10	47.6	7	33.3	0	0	0	0	3.61
10	Through in-service training, teachers learn how to communicate and this enhances their performances in and outside class.	Teachers	33	12.3	83	30.9	73	27.1	66	24.5	14	5.2	3.52
		H/Teachers	8	15.7	16	31.4	12	23.5	11	21.6	4	7.8	3.67
		Supervisors	5	23.8	5	23.8	2	9.5	7	33.3	2	9.5	3.41

Table 4.7 shows the opinions of respondents on the assessment of in-service training on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through in-service training; teachers broaden their knowledge on teaching methods such as field trip method which helps to improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers broaden their knowledge on teaching methods such as field trip method which helps to improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 4.13, this indicated that majority of the respondents were of the opinion that through in-service training, teachers broaden their knowledge on teaching methods such as field trip method which helps to improve their performance.

Item two assessed the opinions of respondents on whether through in-service training, teachers master their subjects and this improves their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers master their subjects and this improves their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31

(11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.65, this indicated that majority of the respondents were of the opinion that through in-service training, teachers master their subjects and this improves their performances in class.

Item three sought the opinions of respondents on whether through in-service training, teachers learn how to control their classes and this enhances their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers learn how to control their classes and this enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.43, this indicated that majority of the respondents were of the opinion that through in-service training, teachers learn how to control their classes and this enhances their performance.

Item four investigated the opinions of respondents on whether through in-service training teachers learn how to introduce and present lesson which helps to promote performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training teachers learn how to introduce and present lesson which helps to promote performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any

decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.55, this indicated that majority of the respondents were of the opinion that through in-service training teachers learn how to introduce and present lesson which helps to promote performance.

Item five sought the opinions of respondents on whether through in-service training, teachers learn how to evaluate their lessons effectively which helps to improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers learn how to evaluate their lessons effectively which helps to improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.55, this indicated that majority of the respondents were of the opinion that through in-service training, teachers learn how to evaluate their lessons effectively which helps to improve their performance.

Item six sought the opinions of respondents on whether through in-service training, teachers learn play-way techniques which helps to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4

(19.0%) school supervisors agree respectively, that through in-service training, teachers learn play-way techniques which helps to improve their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.00, this indicated that majority of the respondents were of the opinion that through in-service training, teachers learn play-way techniques which helps to improve their performances in class.

Item seven sought the opinions of respondents on whether through in-service training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.97, this indicated that majority of the respondents were of the opinion that through in-service training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance.

Item eight investigated the opinions of respondents on whether through in-service training, teachers learn how to carry out summative evaluation of pupils and this enhances

their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers learn how to carry out summative evaluation of pupils and this enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that through in-service training, teachers learn how to carry out summative evaluation of pupils and this enhances their performance.

Item nine investigated the opinions of respondents on whether through in-service training, teachers' knowledge increases and this helps to enhance their performances. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers' knowledge increases and this helps to enhance their performances. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.47, this indicated that majority of the respondents, to some extent, were of the opinion that through in-service training, teachers' knowledge increases and this helps to enhance their performances.

Finally, item ten sought the opinions of respondents on whether through in-service training, teachers learn how to effectively communicate and this enhances their performances in and outside class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through in-service training, teachers learn how to effectively communicate and this enhances their performances in and outside class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.52, this indicated that majority of the respondents were of the opinion that through in-service training, teachers learn how to effectively communicate and this enhances their performances in and outside class.

Research Question Four

What is the impact of induction training on teachers' role performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.8.

Table 4.8: Opinions of Respondents on the Assessment of Induction Training on Teachers' Role Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through induction training, teachers learn how to manage their classes and this enhances their performance in the class.	Teachers	23	8.6	53	19.7	59	21.9	96	35.7	38	14.1	3.12
		H/Teachers	4	7.8	7	13.7	13	25.5	15	29.4	12	23.5	3.23
		Supervisors	0	0	3	14.3	5	23.8	10	47.6	3	14.3	3.13
2	Induction training enhances the performance of teachers on how to carry out formative evaluation of pupils.	Teachers	19	7.1	47	17.5	54	20.1	80	29.7	69	25.7	3.53
		H/Teachers	2	3.9	7	13.7	8	15.7	25	49.0	9	17.6	3.51
		Supervisors	0	0	7	33.3	7	33.3	5	23.8	2	9.5	3.56
3	Through induction training, teachers learn how to plan lesson well which helps to enhance their performance.	Teachers	64	23.8	94	34.9	22	8.2	49	18.2	40	14.9	3.43
		H/Teachers	10	19.6	18	35.3	10	19.6	7	13.7	6	11.8	3.23
		Supervisors	4	19.0	5	23.8	4	19.0	5	23.8	3	14.3	3.17
4	Through induction training, teachers learn how to introduce and present lesson in a logical order which improves on their performance.	Teachers	49	18.2	123	45.7	22	8.2	41	15.2	34	12.6	3.02
		H/Teachers	12	23.5	26	51.0	3	5.9	5	9.8	5	9.8	3.81
		Supervisors	1	4.8	10	47.6	3	14.3	4	19.0	3	14.3	3.31
5	Through induction training, teachers how to evaluate lessons, and this improve their performance.	Teachers	68	25.3	109	40.5	13	4.8	38	14.1	41	15.2	3.99
		H/Teachers	7	13.7	29	56.9	3	5.9	6	11.8	6	11.8	3.21
		Supervisors	2	9.5	8	38.1	0	0	8	38.1	3	14.3	3.17
6	Through induction training, teachers learn questioning techniques which helps to improve their performances in class.	Teachers	73	27.1	141	52.4	25	9.3	22	8.2	8	3.0	3.00
		H/Teachers	14	27.5	25	49.0	2	3.9	10	19.6	0	0	3.89
		Supervisors	3	14.3	12	57.1	2	9.5	4	19.0	0	0	3.78
7	Through induction training, teachers learn how to communicate effectively and this enhances their performances in and outside class.	Teachers	57	21.2	146	54.3	30	11.2	34	12.6	2	0.7	3.97
		H/Teachers	9	17.6	24	47.1	8	15.7	8	15.7	2	3.9	3.76
		Supervisors	4	19.0	47.6	10	4.8	6	28.6	0	0	28.6	3.11
8	Through induction training, teachers learn how to carry out summative evaluation of pupils.	Teachers	49	18.2	126	46.8	26	9.7	50	18.6	18	6.7	3.86
		H/Teachers	8	15.7	22	43.1	6	11.8	12	23.5	3	5.9	3.21
		Supervisors	3	14.3	12	57.1	1	4.8	3	14.3	2	9.5	3.27
9	Induction training improve the capacity building of teachers which helps to enhance their performances in class.	Teachers	64	23.8	122	45.4	28	10.8	44	16.4	11	4.1	3.61
		H/Teachers	12	23.5	23	45.1	7	13.7	8	15.7	1	2.0	3.08
		Supervisors	2	9.5	12	57.1	2	9.5	5	23.8	0	0	3.09
10	Through induction training, teachers master their subjects and this improves their performances in class.	Teachers	70	26.0	123	45.7	27	10.0	45	16.7	4	1.5	3.52
		H/Teachers	5	9.8	30	58.8	8	15.7	8	15.7	0	0	3.17
		Supervisors	9	42.9	6	28.6	2	9.5	3	14.3	1	4.8	3.20

Table 4.8 shows the opinions of respondents on the assessment of induction training on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through induction training, teachers learn how to manage their classes and this enhances their performance in the class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers learn how to manage their classes and this enhances their performance in the class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.12, this indicated that majority of the respondents were of the opinion that through induction training, teachers learn how to manage their classes and this enhances their performance in the class.

Item two assessed the opinions of respondents on whether induction training enhances the performance of teachers on how to carry out formative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that induction training enhances the performance of teachers on how to carry out formative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%)

school supervisors strongly disagree with the statement. With the mean score of 3.53, this indicated that majority of the respondents were of the opinion that induction training enhances the performance of teachers on how to carry out formative evaluation of pupils.

Item three sought the opinions of respondents on whether through induction training, teachers learn how to plan lesson well which helps to enhance their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers learn how to plan lesson well which helps to enhance their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.43, this indicated that majority of the respondents were of the opinion that through induction training, teachers learn how to plan lesson well which helps to enhance their performance.

Item four investigated the opinions of respondents on whether through induction training, teachers learn how to introduce and present lesson in a logical order which improves on their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers learn how to introduce and present lesson in a logical order which improves on their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%)

head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.02, this indicated that majority of the respondents were of the opinion that through induction training, teachers learn how to introduce and present lesson in a logical order which improves on their performance.

Item five sought the opinions of respondents on whether through induction training, teachers how to evaluate lessons, and this improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers how to evaluate lessons, and this improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.99, this indicated that majority of the respondents were of the opinion that through induction training, teachers how to evaluate lessons, and this improve their performance.

Item six sought the opinions of respondents on whether through induction training, teachers learn questioning techniques which helps to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers learn questioning techniques which helps to improve their performances in class. 17 (6.3%)

teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.00, this indicated that majority of the respondents were of the opinion that through induction training, teachers learn questioning techniques which helps to improve their performances in class.

Item seven sought the opinions of respondents on whether through induction training, teachers learn how to communicate effectively and this enhances their performances in and outside class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers learn how to communicate effectively and this enhances their performances in and outside class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.97, this indicated that majority of the respondents were of the opinion that through induction training, teachers learn how to communicate effectively and this enhances their performances in and outside class.

Item eight investigated the opinions of respondents on whether through induction training, teachers learn how to carry out summative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors

agree respectively, that through induction training, teachers learn how to carry out summative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that through induction training, teachers learn how to carry out summative evaluation of pupils.

Item nine investigated the opinions of respondents on whether induction training improve the capacity building of teachers which helps to enhance their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that induction training improve the capacity building of teachers which helps to enhance their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.61, this indicated that majority of the respondents, to some extent, were of the opinion that induction training improve the capacity building of teachers which helps to enhance their performances in class.

Finally, item ten sought the opinions of respondents on whether through induction training, teachers master their subjects and this improves their performances in class. The

results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through induction training, teachers master their subjects and this improves their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.52, this indicated that majority of the respondents were of the opinion that through induction training, teachers master their subjects and this improves their performances in class.

Research Question Five

What is the impact of orientations training on teachers' role performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.9.

Table 4.9: Opinions of Respondents on the Assessment of Orientation Training on Teachers' Role Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through orientation training, teachers have mutual understanding with their colleagues which helps to enhance their performance.	Teachers	71	26.4	101	37.5	21	7.8	69	25.7	7	2.6	3.43
		H/Teachers	11	21.6	18	35.3	7	13.7	14	27.5	1	2.0	3.53
		Supervisors	3	14.3	12	57.1	4	19.0	1	4.8	1	4.8	3.91
2	Through orientation training, teachers learn how to control their classes and this enhances their performance.	Teachers	59	21.9	108	40.1	20	7.4	76	28.3	6	2.2	3.02
		H/Teachers	10	19.6	10	47.1	2	3.9	15	29.4	0	0	3.81
		Supervisors	4	19.0	12	57.1	1	4.8	3	14.3	1	4.8	3.41
3	Through orientation training, teachers learn how to introduce and present lesson which helps to promote their performance.	Teachers	68	25.3	94	34.9	20	7.4	78	29.0	9	3.3	3.55
		H/Teachers	9	17.6	14	27.5	8	15.7	18	35.3	2	3.9	3.37
		Supervisors	3	14.3	15	71.4	0	0	3	14.3	0	0	3.71
4	Through orientation training, teachers learn how to evaluate their lessons effectively which helps to improve their performance.	Teachers	53	19.7	113	42.0	21	7.8	66	24.5	16	5.9	3.13
		H/Teachers	7	13.7	20	39.2	8	15.7	14	27.5	2	3.9	3.23
		Supervisors	1	4.8	11	52.4	6	28.6	3	14.3	0	0	3.39
5	Through orientation training, teachers learn demonstration method which helps to improve their performances in class.	Teachers	57	21.2	85	31.6	39	14.5	54	20.1	34	12.6	3.02
		H/Teachers	9	17.6	15	29.4	6	11.8	15	29.4	6	11.8	3.01
		Supervisors	2	9.5	8	38.1	6	28.6	3	14.3	2	9.5	3.11
6	Through orientation training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance.	Teachers	59	21.9	147	54.6	31	11.5	15	5.6	17	6.3	3.00
		H/Teachers	11	21.6	24	47.1	9	17.6	4	7.8	3	5.9	3.33
		Supervisors	8	38.1	9	42.9	2	9.5	1	4.8	1	4.8	3.21
7	Through orientation training, teachers learn how to control their classes and this enhances their performance.	Teachers	51	19.0	135	50.2	50	18.6	21	7.8	12	4.5	3.97
		H/Teachers	10	19.6	26	51.0	10	19.6	2	3.9	3	5.9	3.44
		Supervisors	7	33.3	11	52.4	2	9.5	0	0	1	4.8	3.07
8	Orientation training improve the capacity building of teachers which helps to enhance their performances in class	Teachers	51	19.0	130	48.3	50	18.6	26	9.7	12	4.5	3.86
		H/Teachers	9	17.6	30	58.8	10	19.6	2	3.9	0	0	3.78
		Supervisors	1	4.8	15	71.4	5	23.8	0	0	0	0	3.69
9	Through orientation training, teachers broaden their knowledge on teaching methods which helps to improve their performance.	Teachers	53	19.7	122	45.4	69	25.7	21	7.8	4	1.5	3.47
		H/Teachers	13	25.5	21	41.2	12	23.5	3	5.9	2	3.9	3.27
		Supervisors	5	23.8	9	42.9	3	14.3	3	14.3	1	4.8	3.41
10	Through orientation training, teachers master their subjects and this improves their performances in class.	Teachers	47	17.5	115	42.8	70	26.0	29	10.8	8	3.0	3.52
		H/Teachers	7	13.7	29	56.9	7	13.7	3	5.9	5	9.8	3.89
		Supervisors	3	14.3	5	23.8	9	42.9	2	9.5	2	9.5	3.21

Table 4.9 shows the opinions of respondents on the assessment of orientation training on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through orientation training, teachers have mutual understanding with their colleagues which helps to enhance their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers have mutual understanding with their colleagues which helps to enhance their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.34, this indicated that majority of the respondents were of the opinion that through orientation training, teachers have mutual understanding with their colleagues which helps to enhance their performance.

Item two assessed the opinions of respondents on whether through orientation training, teachers learn how to control their classes and this enhances their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers learn how to control their classes and this enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school

supervisors strongly disagree with the statement. With the mean score of 3.02, this indicated that majority of the respondents were of the opinion that through orientation training, teachers learn how to control their classes and this enhances their performance.

Item three sought the opinions of respondents on whether through orientation training, teachers learn how to introduce and present lesson which helps to promote their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers learn how to introduce and present lesson which helps to promote their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.55, this indicated that majority of the respondents were of the opinion that through orientation training, teachers learn how to introduce and present lesson which helps to promote their performance.

Item four investigated the opinions of respondents on whether through orientation training, teachers learn how to evaluate their lessons effectively which helps to improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers learn how to evaluate their lessons effectively which helps to improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did

not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.13, this indicated that majority of the respondents were of the opinion that through orientation training, teachers learn how to evaluate their lessons effectively which helps to improve their performance.

Item five sought the opinions of respondents on whether through orientation training, teachers learn demonstration method which helps to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers learn demonstration method which helps to improve their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.02, this indicated that majority of the respondents were of the opinion that through orientation training, teachers learn demonstration method which helps to improve their performances in class.

Item six sought the opinions of respondents on whether through orientation training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-

teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 4.11, this indicated that majority of the respondents were of the opinion that through orientation training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance.

Item seven sought the opinions of respondents on whether through orientation training, teachers learn how to control their classes and this enhances their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers learn how to control their classes and this enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 4.04, this indicated that majority of the respondents were of the opinion that through orientation training, teachers learn how to control their classes and this enhances their performance.

Item eight investigated the opinions of respondents on whether orientation training improve the capacity building of teachers which helps to enhance their performances in class

The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that orientation training improve the capacity building of teachers which helps to enhance their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that orientation training improve the capacity building of teachers which helps to enhance their performances in class

Item nine investigated the opinions of respondents on whether through orientation training, teachers broaden their knowledge on teaching methods which helps to improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers broaden their knowledge on teaching methods which helps to improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.47, this indicated that majority of the respondents, to some extent, were of the opinion that through orientation training, teachers broaden their knowledge on teaching methods which helps to improve their performance.

Finally, item ten sought the opinions of respondents on whether through orientation training, teachers master their subjects and this improves their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through orientation training, teachers master their subjects and this improves their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.52, this indicated that majority of the respondents were of the opinion that through orientation training, teachers master their subjects and this improves their performances in class.

Research Question Six

How does conference training impact on teachers' role performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.10.

Table 4.10: Opinions of Respondents on the Assessment of Conference Training on Teachers' Role Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through conference training, teachers learn how to plan lesson well and this enables them to perform better in class.	Teachers	50	18.6	116	43.1	61	22.7	34	12.6	8	3.0	3.76
		H/Teachers	14	27.5	16	31.4	11	21.6	9	17.6	1	2.0	3.68
		Supervisors	1	4.8	12	57.1	5	23.8	1	4.8	2	4.8	3.29
2	Through conference training, teachers master their subjects and this improves their performances in class.	Teachers	50	18.6	119	44.2	52	19.3	41	15.2	7	2.6	3.47
		H/Teachers	3	5.9	24	47.1	13	25.5	10	19.6	1	2.0	3.27
		Supervisors	2	9.5	11	52.4	8	38.1	0	0	0	0	3.41
3	Through conference training, teachers learn how to control their classes and this enhances their performance in the class.	Teachers	25	9.3	91	33.8	72	26.8	69	25.7	12	4.5	3.52
		H/Teachers	6	11.8	16	31.4	13	25.5	12	23.5	4	7.8	3.89
		Supervisors	4	19.0	7	33.3	2	9.5	6	28.6	2	9.5	3.21
4	Through conference training, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.	Teachers	71	26.4	103	38.3	35	13.0	50	18.6	10	3.7	3.86
		H/Teachers	15	29.4	14	27.5	8	15.7	10	19.6	4	7.8	3.78
		Supervisors	4	19.0	4	19.0	5	23.8	7	33.3	1	4.8	3.69
5	Through conference training, teachers learn how to evaluate lessons, hence improve their performance.	Teachers	30	11.2	132	49.1	28	10.4	54	20.1	25	9.3	3.09
		H/Teachers	11	21.6	23	45.1	3	5.9	13	25.5	1	2.0	3.11
		Supervisors	2	9.5	6	28.6	5	23.8	6	28.6	2	9.5	3.04
6	Through conference training, teachers learn questioning techniques which helps to improve their performances in class.	Teachers	61	22.7	77	28.6	21	7.8	60	22.3	50	18.6	3.10
		H/Teachers	11	21.6	15	29.4	6	11.8	13	25.5	6	11.8	3.16
		Supervisors	6	28.6	4	19.0	4	19.0	6	28.6	1	4.8	3.18
7	Through conference training, teachers learn how to carry out formative evaluation of pupils.	Teachers	93	34.6	91	33.8	19	7.1	42	15.6	24	8.9	3.07
		H/Teachers	20	39.2	10	19.6	6	11.8	13	25.5	2	3.9	3.08
		Supervisors	9	42.9	5	23.8	0	0	6	28.6	1	4.8	3.02
8	Through conference training, teachers learn how to carry out summative evaluation of pupils.	Teachers	93	34.6	130	48.3	7	2.6	28	10.4	11	4.1	3.86
		H/Teachers	20	39.2	21	41.2	3	5.9	6	11.8	1	2.0	3.27
		Supervisors	10	47.6	9	42.9	0	0	1	4.8	1	4.8	3.10
9	Through conference training, teachers' knowledge increases and this helps to enhance their performances in class.	Teachers	99	40.1	108	40.1	25	9.3	24	8.9	4	1.5	3.86
		H/Teachers	22	43.1	19	37.3	5	9.8	4	7.8	1	2.0	3.78
		Supervisors	7	33.3	7	33.3	6	28.6	1	4.8	0	0	3.69
10	Through conference training, teachers learn how to effectively communicate and this enhances their performances in and outside class.	Teachers	87	32.3	110	40.9	16	5.9	35	13.0	21	7.8	3.47
		H/Teachers	11	21.6	28	54.9	1	2.0	7	13.7	4	7.8	3.27
		Supervisors	10	47.6	6	28.6	1	4.8	3	14.3	1	4.8	3.41

Table 4.10 shows the opinions of respondents on the assessment of conference training on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through conference training, teachers learn how to plan lesson well and this enables them to perform better in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to plan lesson well and this enables them to perform better in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.76, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to plan lesson well and this enables them to perform better in class.

Item two assessed the opinions of respondents on whether through conference training, teachers master their subjects and this improves their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers master their subjects and this improves their performances in class. 5 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%)

school supervisors strongly disagree with the statement. With the mean score of 3.47, this indicated that majority of the respondents were of the opinion that through conference training, teachers master their subjects and this improves their performances in class.

Item three sought the opinions of respondents on whether through conference training, teachers learn how to control their classes and this enhances their performance in the class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to control their classes and this enhances their performance in the class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.52, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to control their classes and this enhances their performance in the class.

Item four investigated the opinions of respondents on whether through conference training, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. 17 (6.3%) teachers, 5

(9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.

Item five sought the opinions of respondents on whether through conference training, teachers learn how to evaluate lessons, hence improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to evaluate lessons, hence improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 2.60, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to evaluate lessons, hence improve their performance.

Item six sought the opinions of respondents on whether through conference training, teachers learn questioning techniques which helps to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4

(19.0%) school supervisors agree respectively, that through conference training, teachers learn questioning techniques which helps to improve their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.51, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn questioning techniques which helps to improve their performances in class.

Item seven sought the opinions of respondents on whether through conference training, teachers learn how to carry out formative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to carry out formative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.07, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to carry out formative evaluation of pupils.

Item eight investigated the opinions of respondents on whether through conference training, teachers learn how to carry out summative evaluation of pupils. The results show

that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to carry out summative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.86, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to carry out summative evaluation of pupils.

Item nine investigated the opinions of respondents on whether through conference training, teachers' knowledge increases and this helps to enhance their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers' knowledge increases and this helps to enhance their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.03, this indicated that majority of the respondents, to some extent, were of the opinion that through conference training, teachers' knowledge increases and this helps to enhance their performances in class.

Finally, item ten sought the opinions of respondents on whether through conference training, teachers learn how to effectively communicate and this enhances their performances in and outside class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through conference training, teachers learn how to effectively communicate and this enhances their performances in and outside class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.47, this indicated that majority of the respondents were of the opinion that through conference training, teachers learn how to effectively communicate and this enhances their performances in and outside class.

Research Question Seven

What is the impact of mentoring on teachers' role performance in primary schools in Kaduna State? In order to establish the respondents' opinions on this research question, ten item statements were developed on various issues related to the questions. The responses of the respondents were scored in frequencies, percentages and mean as shown in table 4.11.

Table 4.11: Opinions of Respondents on the Assessment of Mentoring Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statements	Categories of Respondents	SA		A		U		D		SD		M
			F	%	F	%	F	%	F	%	F	%	
1	Through mentoring, new teachers learn more about their role in school and this enhances their performance.	Teachers	88	32.7	94	34.9	10	3.7	47	17.5	30	11.2	3.20
		H/Teachers	16	31.4	13	25.5	1	2.0	14	27.5	7	13.7	3.51
		Supervisors	8	38.1	10	47.6	2	9.5	0	0	1	4.8	3.10
2	Through mentoring, teachers master their subjects and this improves their performances in class.	Teachers	99	36.8	123	45.7	8	3.0	23	8.6	16	5.9	3.53
		H/Teachers	24	47.1	16	31.4	2	3.9	6	11.8	3	5.9	3.04
		Supervisors	10	47.6	10	47.6	0	0	1	4.8	0	0	3.51
3	Through mentoring, teachers learn how to control their classes and this enhances their performance in the class.	Teachers	81	30.1	92	34.2	27	10.0	44	16.4	25	9.3	3.33
		H/Teachers	16	31.4	16	31.4	2	6.5	12	38.7	9	29.0	3.41
		Supervisors	5	23.8	6	28.6	4	19.0	3	14.3	3	14.3	3.31
4	Through mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.	Teachers	76	28.3	81	30.1	23	8.6	47	17.5	42	15.6	3.02
		H/Teachers	11	21.6	20	39.2	2	3.9	11	21.6	7	13.7	3.18
		Supervisors	6	28.6	7	33.3	0	0	5	23.8	3	14.3	3.26
5	Through mentoring, teachers learn how to evaluate lessons, hence improve their performance.	Teachers	68	25.3	65	24.2	42	15.6	61	22.7	33	12.3	3.12
		H/Teachers	10	19.6	21	41.2	9	17.6	8	15.7	2	5.9	3.23
		Supervisors	2	9.5	11	52.4	2	9.5	4	19.0	2	9.5	3.13
6	Through mentoring, teachers learn questioning techniques which helps to improve their performances in class.	Teachers	63	23.4	84	31.2	21	7.8	66	24.5	35	13.0	3.53
		H/Teachers	7	13.7	20	39.2	3	5.9	14	27.5	7	13.7	3.51
		Supervisors	1	4.8	7	33.3	2	9.5	7	33.3	4	19.0	3.56
7	Through mentoring, teachers learn how to carry out formative evaluation of pupils.	Teachers	77	28.6	71	26.4	24	8.9	68	25.3	29	10.8	3.43
		H/Teachers	12	23.5	13	25.5	2	3.9	16	31.4	8	15.7	3.23
		Supervisors	7	33.3	5	23.8	4	19.0	3	14.3	2	9.5	3.17
8	Through mentoring, teachers learn how to carry out summative evaluation of pupils.	Teachers	54	20.1	98	36.4	29	10.8	47	17.5	41	15.2	3.02
		H/Teachers	8	15.7	15	29.4	5	9.8	16	31.4	7	13.7	3.81
		Supervisors	7	33.3	7	33.3	4	19.0	0	0	3	14.3	3.31
9	Through mentoring, teachers' knowledge increases and this helps to enhance their performances in class.	Teachers	34	12.6	116	43.1	31	11.5	58	21.6	30	11.2	3.47
		H/Teachers	7	13.7	23	45.1	3	5.9	11	21.6	7	13.7	3.21
		Supervisors	1	4.8	9	42.9	3	14.3	8	38.1	0	0	3.07
10	Through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class.	Teachers	27	10.0	92	34.2	53	19.7	68	25.3	29	10.8	3.42
		H/Teachers	4	7.8	13	25.5	11	21.6	14	27.5	9	17.6	3.12
		Supervisors	3	14.3	6	28.6	5	23.8	5	23.8	2	9.5	3.31

Table 4.11 shows the opinions of respondents on the assessment of mentoring on teachers' performance in primary schools in Kaduna State. Item one sought the opinions of respondents on whether through mentoring, new teachers learn more about their role in school and this enhances their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, new teachers learn more about their role in school and this enhances their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.20, this indicated that majority of the respondents were of the opinion that through mentoring, new teachers learn more about their role in school and this enhances their performance.

Item two assessed the opinions of respondents on whether through mentoring, teachers master their subjects and this improves their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers master their subjects and this improves their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement.

With the mean score of 3.53, this indicated that majority of the respondents were of the opinion that through mentoring, teachers master their subjects and this improves their performances in class.

Item three sought the opinions of respondents on whether through mentoring, teachers learn how to control their classes and this enhances their performance in the class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers learn how to control their classes and this enhances their performance in the class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.33, this indicated that majority of the respondents were of the opinion that through mentoring, teachers learn how to control their classes and this enhances their performance in the class.

Item four investigated the opinions of respondents on whether through mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not

make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.02, this indicated that majority of the respondents were of the opinion that through mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.

Item five sought the opinions of respondents on whether through mentoring, teachers learn how to evaluate lessons, hence improve their performance. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers learn how to evaluate lessons, hence improve their performance. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.12, this indicated that majority of the respondents were of the opinion that through mentoring, teachers learn how to evaluate lessons, hence improve their performance.

Item six sought the opinions of respondents on whether through mentoring, teachers learn questioning techniques which helps to improve their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers learn questioning techniques which helps to improve their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-

teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.82, this indicated that majority of the respondents were of the opinion that through mentoring, teachers learn questioning techniques which helps to improve their performances in class.

Item seven sought the opinions of respondents on whether through mentoring, teachers learn how to carry out formative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers learn how to carry out formative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.43, this indicated that majority of the respondents were of the opinion that through mentoring, teachers learn how to carry out formative evaluation of pupils.

Item eight investigated the opinions of respondents on whether through mentoring, teachers learn how to carry out summative evaluation of pupils. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers learn how to carry out summative evaluation of pupils. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not

make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.02, this indicated that majority of the respondents were of the opinion that through mentoring, teachers learn how to carry out summative evaluation of pupils.

Item nine investigated the opinions of respondents on whether through mentoring, teachers' knowledge increases and this helps to enhance their performances in class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers' knowledge increases and this helps to enhance their performances in class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.42, this indicated that majority of the respondents, to some extent, were of the opinion that through mentoring, teachers' knowledge increases and this helps to enhance their performances in class.

Finally, item ten sought the opinions of respondents on whether through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class. The results show that 74 (27.5%) teachers, 12 (23.5%) head-teachers and 4 (19.0%) school supervisors strongly agree while 104 (38.7%) teachers, 20 (39.2%) head-teachers and 4 (19.0%) school supervisors agree respectively, that through mentoring, teachers learn how to effectively communicate and this enhances their performances in and

outside class. 17 (6.3%) teachers, 5 (9.8%) head-teachers and 1 (4.8%) school supervisor did not make any decision on the statement. Also, 43 (16.0%) teachers, 7 (13.7%) head-teachers and 5 (23.8%) school supervisors disagree while 31 (11.5%) teachers, 7 (13.7%) head-teachers and 7 (33.3%) school supervisors strongly disagree with the statement. With the mean score of 3.42, this indicated that majority of the respondents were of the opinion that through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class.

4.4 Hypotheses Testing

This section presents the summary of hypotheses testing in line with the raised objectives and formulated null hypotheses of the study. Seven (7) null hypotheses were formulated and tested. The hypotheses were tested by the use of parametric statistics of One-Way Analysis of Variance (ANOVA) at 0.05 percent level of significance. By this, when the probability value was lower than 0.05 level of significance set for the study, the hypothesis was rejected, but when the probability value was higher than the level of significance, the hypothesis was retained.

Hypothesis One

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of seminar training on teachers' role performance in primary schools in Kaduna State. Items 1-10 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.12.

Tables 4.12: Summary of One-Way-ANOVA on the Assessment of Seminar Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	2.660	2	1.330	2.918	3.03	0.55
Within Groups	154.722	338	0.456			
Total	156.722	340				

P<0.05

Table 4.12 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.55 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 2.918 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of seminar training on teachers' role performance in primary schools in Kaduna State.

Hypothesis Two

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of workshop training on teachers' role performance in primary schools in Kaduna State. Items 11-20 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.13.

Tables 4.13: Summary of One-Way-ANOVA on the Assessment of Workshop Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.828	2	0.414	1.178	3.03	0.31
Within Groups	118.741	338	0.351			
Total	119.569	340				

P<0.05

Table 4.13 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.31 is greater than 0.05 level of significant set for the study, while

the calculated F-ratio value of 1.178 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of workshop training on teachers' role performance in primary schools in Kaduna State.

Hypothesis Three

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of in-service training on teachers' role performance in primary schools in Kaduna State. Items 21-30 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.14.

Tables 4.14: Summary of One-Way-ANOVA on the Assessment of In-Service Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.51	2	0.26	0.077	3.03	0.93
Within Groups	112.216	338	0.332			
Total	112.267	340				

P<0.05

Table 4.14 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.93 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.077 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of in-service training on teachers' role performance in primary schools in Kaduna State.

Hypothesis Four

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of induction training on teachers' role performance in primary schools

in Kaduna State. Items 31-40 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.15.

Tables 4.15: Summary of One-Way-ANOVA on the Assessment of Induction Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.596	2	0.298	1.105	3.03	0.332
Within Groups	91.124	338	0.270			
Total	91.720	340				

P<0.05

Table 4.15 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.332 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 1.105 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of induction training on teachers' role performance in primary schools in Kaduna State.

Hypothesis Five

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of orientations training on teachers' performance in primary schools in Kaduna State. Items 41-50 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.16.

Tables 4.16: Summary of One-Way-ANOVA on the Assessment of Orientation Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.322	2	0.161	0.542	3.03	0.58
Within Groups	100.362	338	0.297			
Total	100.683	340				

P<0.05

Table 4.16 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.58 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.542 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of orientations training on teachers' role performance in primary schools in Kaduna State.

Hypothesis Six

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of conference training on teachers' performance in primary schools in Kaduna State. Items 51-60 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.17.

Tables 4.17: Summary of One-Way-ANOVA on the Assessment of Conference Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.15	2	0.403	0.030	3.03	0.97
Within Groups	82.710	338	0.376			
Total	82.725	340				

P<0.05

Table 4.17 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.97 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.030 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of conference training on teachers' performance in primary schools in Kaduna State.

Hypothesis Seven

There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of mentoring on teachers' role performance in primary schools in Kaduna State. Items 61-70 in the questionnaire are related to this hypothesis. Respondents' opinions in respect of those items were collected, analysed and presented in table 4.18.

Tables 4.18: Summary of One-Way-ANOVA on the Assessment of Mentoring Training on Teachers' Role Performance in Primary Schools in Kaduna State

Variation	Sum of Squares	Df	Mean Square	F-ratio	F-crit.	P-Value
Between Groups	0.629	2	0.314	0.722	3.03	0.49
Within Groups	147.081	338	0.435			
Total	147.709	340				

P<0.05

Table 4.18 shows the Analysis of Variance (ANOVA) test. It revealed that the calculated Sig.(P) value of 0.49 is greater than 0.05 level of significant set for the study, while the calculated F-ratio value of 0.722 is less than the 3.03 F-critical value. Hence, the null hypothesis is hereby retained. Therefore, there is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of mentoring on teachers' role performance in primary schools in Kaduna State.

Table 4.19: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Statistical tool Used	P - Value	Result	Remark
1	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of seminar training on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.55	Calculated F-ratio value of 2.918 is less than the 3.03 F-critical value	Retained
2	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of workshop training on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.31	Calculated F-ratio value of 1.178 is less than the 3.03 F-critical value	Retained
3	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of in-service training on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.93	Calculated F-ratio value of 0.77 is less than the 3.03 F-critical value	Retained
4	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of induction training on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.33	Calculated F-ratio value of 1.105 is less than the 3.03 F-critical value	Retained
5	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of orientations training on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.58	Calculated F-ratio value of 0.542 is less than the 3.03 F-critical value	Retained
6	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of conference training on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.97	Calculated F-ratio value of 0.030 is less than the 3.03 F-critical value	Retained
7	There is no significant difference in the opinions of teachers, head teachers and LGEA officials on the impact of mentoring on teachers' role performance in primary schools in Kaduna State.	ANOVA	0.49	Calculated F-ratio value of 0.722 is less than the 3.03 F-critical value	Retained

P<0.05

4.5 Summary of Major Findings

Based on the data collected and analyzed, the following were the major findings of the study.

1. Seminar helped teachers to plan lessons, master subjects matter, control class and evaluate lesson which enhanced their performance in primary schools in Kaduna State.
2. Through workshop, teachers learn how to carry out formative evaluation of pupils and improvise instructional materials which enhanced their performance in primary schools in Kaduna State.
3. Through in-service, teachers broaden their knowledge on teaching methods and subject areas which improved their performance in primary schools in Kaduna State.
4. Through induction, teachers learn how to manage their classes which enhanced performance in primary schools in Kaduna State.
5. Through orientation, teachers have mutual understanding with their colleagues and learn how to introduce lessons to pupils which enhanced their performance in primary schools in Kaduna State.
6. Through conference, teachers learn questioning techniques and how to carry out summative evaluation of pupils which enhanced their performance in primary schools in Kaduna State.
7. Through mentoring, teachers learn more about their role in school and how to evaluate lessons which enhanced their performance in primary schools in Kaduna State.

4.6 Discussions of Findings

Based on the opinions of the respondents, the findings of the study revealed that seminar helped teachers to plan lessons, master subjects matter, control class and evaluate lesson which help to enhance their performance in primary schools in Kaduna State. This finding was in line with the finding of the research conducted by Aliyu, Sunusi and Abdulkarim (2018) on “Relationship between Staff Development Programmes and Teachers’ Role Performance in Primary Schools in Bida Local Government Area, Niger State”, who revealed that significant relationship exists between in-service training programmes and teachers’ role performance in primary schools.

The study revealed that through workshop, teachers learn how to carry out formative evaluation of pupils and improvise instructional materials which help to enhance their performance in primary schools in Kaduna State. This finding agree with the finding of Abdullahi (2016), who conducted a study on “Evaluation of Staff Development Programmes for Teachers in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria” and revealed that there were regular staff development programmes through workshops for teachers in primary schools which enhance their role performance in schools. In line with this finding, Husaini (2015) also revealed that there is significant impact of workshop on the performance of teachers in secondary schools in Bauchi State.

The findings of the study also revealed that through in-service, teachers broaden their knowledge on teaching methods and subject areas which helps to improve their performance in primary schools in Kaduna State. This implies that through in-service training, teachers master their subjects and this improves their performances in class. They also teachers learn how to introduce and present lesson which helps to promote their performance. In line with

this finding Abdullahi (2016) and Aliyu, Sunusi and Abdulkarim (2018) revealed that there is significant impact of in-service on the performance of teachers in schools. It also help teachers to learn how to effectively communicate in and outside classroom and increases their' knowledge which help to enhance their performances.

Also, the finding of the study revealed that through induction training, teachers learn how to manage their classes which help to enhance their performance in primary schools in Kaduna State. This implies that through induction, teachers learn how to manage and control their classes and to learn how to evaluate their lessons effectively. In line with the finding, Husaini (2015) also revealed that staff development programmes through induction training help to enhance the performance of teachers in the school.

Furthermore, the study revealed that through orientation, teachers have mutual understanding with their colleagues and learn how to introduce lessons to pupils which help to enhance their performance in primary schools in Kaduna State. This implies that through orientation training, teachers learn how to plan lesson and introduce it in a systematic and logical order which improves on their performance. This finding corroborate the finding of research conducted by Shaibu (2016) on “Impact of Staff Development Programmes on the Instructional Task Performance of Secondary School Teachers in Kaduna Metropolis” who revealed that orientation programs give teachers the opportunity to fulfill their potentials by learning new skills and improving their performance.

The finding of the study revealed that through conference, teachers learn questioning techniques and how to carry out summative evaluation of pupils which help to enhance their performance in primary schools in Kaduna State. In line with this finding, Husaini (2015) also revealed that there is significant impact of conference on the performance of teachers in

secondary schools in Bauchi State. Also, the finding agree with the finding of Abdullahi (2016), who conducted a study on “Evaluation of Staff Development Programmes for Teachers in Primary Schools in Zaria Metropolis, Kaduna State, Nigeria” and revealed that regular staff development programmes through conference for teachers in primary schools which enhance their role performance in schools.

Finally, the findings of the study revealed that through mentoring, teachers learn more about their role in school and how to evaluate lessons which help to enhance their performance in primary schools in Kaduna State. In line with this finding, Husaini (2015) also revealed that there is significant impact of mentoring on the performance of teachers in secondary schools in Bauchi State.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study assessed the “Impact of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State, Nigeria”. This chapter therefore, presents the summary, conclusions and recommendations of the study.

5.2 Summary

The study assessed the “Impact of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State, Nigeria”. The study was made up of five chapters and has chapter one as the introductory chapter, chapter two dealt with a review of related literature, chapter three discussed research methodology, chapter four analysed the data collected for the study and chapter five gives a summary, conclusions and recommendations based on the findings of the study.

In the study, seven (7) research objectives were set to guide the study. These objectives are to examine the impact of seminar training on teachers’ role performance in primary schools in Kaduna State; examine the impacts of workshop on teachers’ role performance in primary schools in Kaduna State; ascertain the impacts of in-service on teachers’ performance in primary schools in Kaduna State; find-out the impacts of induction training on teachers’ role performance in primary schools in Kaduna State; ascertain the impacts of orientation on teachers’ role performance in primary schools in Kaduna State; investigate the impacts of conference on teachers’ role performance in primary schools in Kaduna State; and determine mentoring on teachers’ role performance in primary schools in

Kaduna State. Also, seven (7) research questions and seven (7) research hypotheses were formulated to guide the study, which were in line with the stated objectives of the study.

A review of literature related to the study was carried out. The studies reviewed were of relevance to the present study. An extensive review of related literature was reviewed from published works, theses, dissertations, scholarly journals, textbooks and online media. A self designed questionnaire was used to collect data for the study and descriptive statistics of frequency counts and simple percentage were used to analyze the bio-data of the respondents, while mean was used to answer the research questions. The inferential statistics of Analysis of Variance (ANOVA) was used to test the hypotheses formulated at the 0.05 significance level. However, all the seven (7) null hypotheses formulated were retained.

The findings of the study revealed that seminar helped teachers to plan lessons, master subjects matter, control class and evaluate lesson which help to enhance their performance in primary schools in Kaduna State. It also revealed that through workshop, teachers learn how to carry out formative evaluation of pupils and improvise instructional materials which help to enhance their performance in primary schools in Kaduna State. In addition, the study revealed that through in-service, teachers broaden their knowledge on teaching methods and subject areas which helps to improve their performance in primary schools in Kaduna State.

5.3 Conclusions

Based on the findings of the study, it was concluded that that seminar helped teachers to plan lessons, master subjects matter, control class and evaluate lesson which help to enhance their performance in primary schools in Kaduna State. The study concluded that through workshop, teachers learn how to carry out formative evaluation of pupils and improvise instructional materials which help to enhance their performance in primary schools

in Kaduna State. The study concluded that through in-service, teachers broaden their knowledge on teaching methods and subject areas which helps to improve their performance in primary schools in Kaduna State.

The study also concluded that through induction, teachers learn how to manage their classes which help to enhance their performance in primary schools in Kaduna State. The study concluded that through orientation, teachers have mutual understanding with their colleagues and learn how to introduce lessons to pupils which help to enhance their performance in primary schools in Kaduna State. Furthermore, the study also concluded through conference, teachers learn questioning techniques and how to carry out summative evaluation of pupils which help to enhance their performance in primary schools in Kaduna State. Finally, the study concluded that through mentoring, teachers learn more about their role in school and how to evaluate lessons which help to enhance their performance in primary schools in Kaduna State.

5.4 Recommendations

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

1. Primary school administrators should organize periodic seminars for teachers and employ the services of professionals and resource persons from universities or ministry of education to present papers and answer questions posed by teachers. This will help to improve the performance of teachers in primary schools.
2. Kaduna State Government should allocate adequate funds for regular conducts of staff development programmes through workshops for primary schools teachers in the state. This will go a long way to improve their performance in the schools.

3. Kaduna State Government should allocate adequate funds for regular staff development programme through in-service training for primary schools teachers in the state. This will help to improve their performance in the schools.
4. There is need for policy makers and primary school administrators to strengthen and revise staff development programmes policy that all staff shall be encouraged through induction training to develop the potential and enhance their efficiency on the job.
5. Kaduna State Government should set up various orientation programmes should be created for the motivation and development of primary schools teachers in state.
6. Kaduna State Government should regularize the conducts of educational conferences for primary schools teachers in the state. This no doubt, will improve teachers' skills, productivity and service delivery, so as to achieve desired educational objectives.
7. Guidance and counseling services as well as effective communication should be developed in the schools in order to improve teachers' morale and productivity through mentoring for primary schools teachers in the state.

5.5 Suggestions for Further Studies

Based on the findings, conclusions and recommendations of the study, the following were suggested for further studies.

1. The topic of this study is “Assessment of Staff Development Programmes on Teachers’ Role Performance in Primary Schools in Kaduna State, Nigeria”, therefore, there is need for further research on the same topic in other states or locations to ascertain the consistency of the major findings of the study.
2. Similar research studies should also be conducted on the “Assessment of Staff Development Programmes on Teachers’ Role Performance in Secondary Schools in

Kaduna State, Nigeria”. This is to ascertain whether the impact staff development programmes has on teachers’ performance in secondary schools is the same as that of primary schools.

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APPENDIX A

QUESTIONNAIRE ON THE ASSESSMENT OF STAFF DEVELOPMENT PROGRAMMES ON TEACHERS' PERFORMANCE IN PRIMARY SCHOOLS IN KADUNA STATE, NIGERIA

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

15th August, 2019.

Dear Respondent,

REQUEST TO FILL A QUESTIONNAIRE

I am a Postgraduate Student of the above named Department and Institution. I am currently undertaking a research on the topic "Assessment of Staff Development Programmes on Teachers' Performance in Primary Schools in Kaduna State, Nigeria". I wish to request your kind assistance to fill in this questionnaire as honestly as possible.

Your response and co-operation will certainly assist in completion of this research work. Any information supplied will be treated with ultimate confidentiality and used strictly for the purpose of the research only. Thank you in anticipation of your co-operation.

Yours Sincerely,

Ummi Haruna Tijjani

PART A: Bio-Data of the Respondents

Please tick (✓) in the appropriate column that relates to you.

1. **Status:** (a) Teacher () (b) Head Teachers () (c) School Supervisor ()
2. **Gender:** (a) Male () (b) Female ()
3. **Highest Educational Qualification:** (a) M.Ed () (b) B.Ed/B.SC ()
(c) NCE () (d) Others ()
4. **Years of Working Experience:** (a) 1 -10 years () (b) 11 -20 years ()
(c) 21 – 30 years () (d) 31 years and above ()

PART B

Please tick (✓) in the appropriate column that best suits your assessment using the following:
Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Section A: Assessment of Seminar Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
1	Through seminar training, teachers learn how to plan lesson and this helps to enhance their performance.					
2	Seminar training helps teachers to master their subjects and this improves their performance in class.					
3	Through seminar training, teachers learn how to control their classes and this enhances their performance.					
4	Through seminar training teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance.					
5	Through seminar training, teachers learn how to evaluate lessons which enhance their performance.					
6	Through seminar training, teachers learn questioning techniques which helps them to improve their performances in class.					
7	Seminar training guide teachers on how to carry out formative evaluation of pupils which enhances their performance.					
8	Seminar training helps teachers to learn how to carry out summative evaluation of pupils which enhance their performance					
9	Through seminar training, teachers' knowledge increases and this helps to enhance their role performance.					
10	Seminar training help teachers to learn how to effectively communicate and this enhances their performances in and outside class.					

Section B: Assessment of Workshop Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
11	Through workshop training, teachers learn how to control their classes and this enhances their performance in the class.					
12	Workshop training enhances the performance of teachers on how to carry out formative evaluation of pupils.					
13	Through workshop training, teachers learn how to improvise instructional materials and this helps to enhance their performance.					
14	Through workshop training, teachers learn how to introduce and present lesson in a logical order which improves on their performance.					
15	Through workshop training, teachers learn how to evaluate lessons, and this improve their performance.					
16	Through workshop training, teachers learn dramatization techniques which helps to improve their performances in class.					
17	Through workshop training, teachers learn how to effectively communicate and this enhances their performances in and outside class.					
18	Through workshop training, teachers learn how to carry out summative evaluation of pupils.					
19	Workshop training improve the capacity building of teachers which helps to enhance their performances in class					
20	Through workshop training, teachers master their subjects and this improves their performances in class.					

Section C: Assessment of In-Service Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
21	Through in-service training, teachers broaden their knowledge on teaching methods such as field trip method which helps to improve their performance.					
22	Through in-service training, teachers master their subjects and this improves their performances in class.					
23	Through in-service training, teachers learn how to control their classes and this enhances their performance.					
24	Through in-service training teachers learn how to introduce and present lesson which helps to promote performance.					
25	Through in-service training, teachers learn how to evaluate their lessons effectively which helps to improve their performance.					
26	Through in-service training, teachers learn play-way techniques which helps to improve their performances in class.					
27	Through in-service training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance.					
28	Through in-service training, teachers learn how to carry out summative evaluation of pupils and this enhances their performance.					
29	Through in-service training, teachers' knowledge increases and this helps to enhance their performances.					
30	Through in-service training, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Section D: Assessment of Induction Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
31	Through induction training, teachers learn how to manage their classes and this enhances their performance in the class.					
32	Induction training enhances the performance of teachers on how to carry out formative evaluation of pupils.					
33	Through induction training, teachers learn how to plan lesson well which helps to enhance their performance.					
34	Through induction training, teachers learn how to introduce and present lesson in a logical order which improves on their performance.					
35	Through induction training, teachers how to evaluate lessons, and this improve their performance.					
36	Through induction training, teachers learn questioning techniques which helps to improve their performances in class.					
37	Through induction training, teachers learn how to communicate effectively and this enhances their performances in and outside class.					
38	Through induction training, teachers learn how to carry out summative evaluation of pupils.					
39	Induction training improve the capacity building of teachers which helps to enhance their performances in class.					
40	Through induction training, teachers master their subjects and this improves their performances in class.					

Section E: Assessment of Orientation Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
41	Through orientation training, teachers have mutual understanding with their colleagues which helps to enhance their performance.					
42	Through orientation training, teachers learn how to control their classes and this enhances their performance.					
43	Through orientation training, teachers learn how to introduce and present lesson which helps to promote their performance.					
44	Through orientation training, teachers learn how to evaluate their lessons effectively which helps to improve their performance.					
45	Through orientation training, teachers learn demonstration method which helps to improve their performances in class.					
46	Through orientation training, teachers learn how to carry out formative evaluation of pupils and this promotes their performance.					
47	Through orientation training, teachers learn how to control their classes and this enhances their performance.					
48	Orientation training improve the capacity building of teachers which helps to enhance their performances in class					
49	Through orientation training, teachers broaden their knowledge on teaching methods which helps to improve their performance.					
50	Through orientation training, teachers master their subjects and this improves their performances in class.					

Section F: Assessment of Conference Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
51	Through conference training, teachers learn how to plan lesson well and this enables them to perform better in class.					
52	Through conference training, teachers master their subjects and this improves their performances in class.					
53	Through conference training, teachers learn how to control their classes and this enhances their performance in the class.					
54	Through conference training, teachers learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
55	Through conference training, teachers learn how to evaluate lessons, hence improve their performance.					
56	Through conference training, teachers learn questioning techniques which helps to improve their performances in class.					
57	Through conference training, teachers learn how to carry out formative evaluation of pupils.					
58	Through conference training, teachers learn how to carry out summative evaluation of pupils.					
59	Through conference training, teachers' knowledge increases and this helps to enhance their performances in class					
60	Through conference training, teachers learn how to effectively communicate and this enhances their performances in and outside class.					

Section G: Assessment of Mentoring Training on Teachers' Performance in Primary Schools in Kaduna State

S/N	Item Statement	Responses				
		SA	A	U	D	SD
61	Through mentoring, new teachers learn more about their role in school and this enhances their performance.					
62	Through mentoring, teachers master their subjects and this improves their performances in class.					
63	Through mentoring, teachers learn how to control their classes and this enhances their performance in the class.					
64	Through mentoring, teachers in my school learn how to introduce and present lesson and it helps in improving their capacity, hence improved performance in the class.					
65	Through mentoring, teachers learn how to evaluate lessons, hence improve their performance.					
66	Through mentoring, teachers learn questioning techniques which helps to improve their performances in class.					
67	Through mentoring, teachers learn how to carry out formative evaluation of pupils.					
68	Through mentoring, teachers learn how to carry out summative evaluation of pupils.					
69	Through mentoring, teachers' knowledge increases and this helps to enhance their performances in class.					
70	Through mentoring, teachers learn how to effectively communicate and this enhances their performances in and outside class.					