

INFLUENCE OF STAFF DEVELOPMENT PROGRAMMES ON TEACHERS' PERFORMANCE IN KOGI STATE, NIGERIA

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**Sponsored By; Tertiary Education Trust Fund (TET Fund)
Granted under the Tertiary Education Trust Fund Research Fund**

ABSTRACT

The study was on the influence of staff development programmes on teachers' performance in Kogi State, Nigeria. 660 secondary school teachers were sampled from all the secondary schools in the state. The administration of questionnaire was done by the researchers and other trained enumerators. Simple descriptive statistics and mean score were used to analyse the obtained data. The result of the study indicated that majority of the secondary school teachers were married with an average family size of eight persons per household and an average teaching experience of seventeen years with NCE. Secondary school teachers in Kogi State were aware of the existence of various staff development programmes but majority of the teachers were not actively involved in programmes such as subject matter specialist, community resource persons, conferences, and workshops. Teachers in the area attested to the effectiveness of staff development programmes as it increases their performance. The major constraints affecting teachers' participation in staff development programmes in the study area were lack of government motivation in terms of grants and lack of fund. Based on the outcome of the study, it is recommended that government should recruit new teaching staff to replace the aged staff; and facilities should be provided to ease teachers' participation in staff development programmes.

Keywords; *Performance, Programme, Staff Development, Influence, Teachers*

1.0 INTRODUCTION

Staff developments are the provisions made by school system for improving the performance of the school personnel from initial employment to retirement. Olaniyan and Ojo (2008) described staff development as a complex process by which an individual learns, grow and improves his abilities to professional tasks. Staff development programmes are those activities designed to instruct, inform and stimulate classroom teachers. Some of the available staff development programmes in secondary schools according to Ngala and Odebero (2010) are conferences, exhibition, seminars, in-service training and workshops.

Ngala and Odebero (2010) opined that the primary function of staff development is to develop an efficient work-force at all levels, to ensure that organizational goals are realized. There are three fundamental reasons within this primary objective for engaging in staff development activities. First is to enable the employee perform his present job more efficiently. Secondly, to prepare workers for a higher level job and lastly to prepare a person to undertake a completely different job from that with which he is familiar with.

Staff development in secondary schools is a useful investment. The positive results of staff development in schools are reflected not only on the quality of student learning experience but also on the long term effect on teachers. It is commonly believed by all involved in the education enterprise that existence of a well-trained teaching force is positively related to the achievement of educational objective (Odinga and Bakkabulindi, 2011).

According to Kayode (2001), staff development creates an equitable, developmental and motivating working environment which values and empowers people at all levels. Staff development programmes are therefore aimed at professional and personal development of the three categories of staff in the school system. These are the teachers, the administrators and the support staff. Staff development, according to Adesina (1980), connotes the

ways and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met.

Gusky and Huberman (1995) opined that Staff development helps educators keep abreast of expanding knowledge base on education so they can continually refine their conceptual and craft skills. There is the need to ensure that the development programmes serve the expected purposes through the acquisition of the required knowledge and skills by the staff. Thus, need analysis should precede any development programme, in line with the goals and objectives of the school system. The needs analysis techniques include, among others, checklist of staff skills and lack of them, interviewing, survey and performance appraisal.

Staff development is design to develop people themselves so as to make them better teachers, entrepreneurs and decision makers and to help them organize themselves into effective associations and institutions (Abiodun, 1999).

Advancement in science and technology create demand for teaching and learning. The learning processes which were once effective sooner or later become obsolete. Therefore, in order to keep abreast with new innovations in education, there is need for continuing training programmes to assist teachers understand new concepts and apply new knowledge to teaching.

Furthermore, where the training of existing teachers in any school organization is grossly inadequate, it would be very difficult to change the orientation of the teachers in terms of objective formulation, interpretation and execution along practical lines, unless they are exposed to intensive in-service training and re-training programmes. This implies that, every educational system at any level depends heavily on teachers, since the management and improvement of educational standards are only possible through well qualified and trained teachers. The teachers therefore are the most valuable at their school level and every effort should be made to train and re-train them.

In the same vein, Muzaazi (2005) noted that staff development is an attempt to polish those qualities which a person has and which his position will require. This may mean putting him in a situation in which he has to show initiative and take the best out of a person. Thus, training assists an employee in whatever is not going well which can be rectified. Such training must be relevant to teacher's job description and performance.

The educational level of a worker accounts for this performance. In effect, greater productivity could be achieved through improved knowledge or skills which could be achieved through proper staff training and development. Training is any going process designed to maximize human resources in order to achieve the desired objectives of an organization.

It is important to see staff training as a contributing factor to the school organization, students' curriculum and other activities within the educational settings. Staff development is the provision made by the school for improving the school system and the personnel from initial employment to retirement. Staff development programmes are those activities designed to instruct, inform and stimulate classroom teachers. Training help teachers to clarify their values, introduce them to new curriculum and develop games and classroom materials.

Within the school setting, it is obvious that teachers with requisite educational training and experience would help in the accomplishment of the school goals. Staff development programme is a complex process by which an individual learns, grows and improves his abilities to perform professional tasks. It helps the organization obtain people with the right skills, knowledge and attitude to run progressive and flexible academic programmes. Hence, staff development can be conceived in the first instance to achieve higher performance in the job and also to raise the level of development of employees regardless of whether they stay on their job or leave and seek employment elsewhere.

Staff development is an important activity that assists employees, administrators or supervisor in acquiring and using the knowledge, skill and attitude needed for a better performance.

Low investment or lack of staff development activities hinders teacher productivity, hence poor performance of students at examinations. More so, the students would not be able to compete favourably with their counterpart where teacher's in-service training is not accorded priority. Staff development programmes are contributing factors to the school educational organization, student's curriculum and other activities within the settings.

The important purposes of the staff development process can be summarized as follows:

1. To provide planned staff development opportunities that provide the learning necessary to enable the employee to perform at the level of competency required in current and future position assignments.
2. To foster a climate that facilitates personal self-fulfillment, institutional effectiveness, human creativity, and system renewal.
3. To serve the school system's primary goals: enhancing and achieving quality teaching and learning for students.
4. To save money. It is costly to hire and then dismiss employees who do not work out. It is also costly to lose good employees because they are frustrated by the lack of opportunity for professional growth. It is wasteful to accept barely satisfactory work as the norm (NSBA, 1996). It is also wasteful not to provide opportunities that lead toward the objective of optimal development on the part of each individual.
5. To establish viable and meaningful programs that enable system personnel to work cooperatively toward achieving the system's goals and their own personal goals in the areas of achievement, satisfaction, and self-fulfillment.

2.0 RESEARCH PROBLEM

Even though education managers are acutely aware of the benefits of staff development, numerous problems continue to bedevil staff development practices in the rural secondary schools of Nigeria. Crucial among them are limited availability of staff development programmes; scarcity of time and financial resources on the part of teachers; disagreement on the relevance of the content of staff development programmes in relation to their teachers' individual needs; poor attitudinal problems and lack of co-operation on the part of head teachers and acceptable qualification of facilitators. In other

words, the number and quality of staff development programmes in the rural schools are wanting. Financing staff development programmes present insurmountable challenges to teachers and local educational managers. On the other hand, head teachers as instructional leaders are often absent from their schools either on official duties or on personal business. Besides, the local quality assurance personnel (formerly called the inspectorate) are hardly equipped to mount relevant courses. This study attempted to shed more light on the practices related to staff development programmes in rural secondary schools of Kogi State, Nigeria.

There have been complaints from many quarters on the poor academic performance of students at the secondary school level. Some put the blame on the quality of teachers teaching this level of students. The advocates of this proposition argued that most of those teachers have no teaching qualification and many of these teachers used one lesson note for many years without updating them. Some even complained that some teacher cannot cope with the new curriculum of senior secondary schools. It is therefore necessary to find out whether this assertion is correct, particularly to find out whether or not secondary school teachers in Kogi State of Nigeria attend staff development programmes.

3.0 OBJECTIVES OF THE STUDY

The broad objective of this study is to examine the influence of staff development programmes on the performance of secondary school teachers in Kogi State of Nigeria.

The specific objectives are to;

- i. describe the demographic characteristics of secondary school teachers in the state.
- ii. identify the various types of staff development programmes available to teachers in the area.
- iii. find out the level of participation of secondary school teachers in staff development programmes in the state
- iv. examine the effect of staff development programmes on the performance of secondary school teachers in the state
- v. identify the problems faced by secondary school teachers in the area of staff development.

4.0 THE NEED FOR THE STUDY

Staff development has become a central function for teacher management in improving overall level of productivity after pre-service training. The significance of this study is based on the research findings that it will avail to academic community on how staff development impacts on teachers' effectiveness. Researchers who are keen on furthering their studies on different aspects of staff development will rely on this study as a databank. Furthermore, staff development being a key function of school management, research finding on how to improve staff development will benefit teacher advisory and training institutions including the universities. Besides, the government and Teaching Service Commission in particular, who are keen on enhancing teachers' productivity, are likely to find this study invaluable for policy formulation and implementation purposes.

Staff development programmes helps the teachers to be up-to-date in their ability and intelligent. Staff development programmes also help to improve the performance of the teachers and students. When secondary school teachers are well trained, it can help to effectively check examination malpractices. Staff development also introduces teachers to new curriculum. This study therefore helps the researcher to identify the shortcomings which hinder recognition of staff development programmes.

The suggested possible solutions will also be of benefits to teachers. The study will enable the educational planners to assess the impact of staff development on the competence of teachers. The study will also be useful to both the principals and the school administrators.

5.0 RESEARCH METHODOLOGY

5.1 Research Design

This study was designed as a descriptive survey. Descriptive survey design are mainly concerned with describing events as they are, without any manipulation of what caused the events or what is being observed. Specifically, this study use survey method, the study seeks to document the influence of the various staff development programmes in Kogi state of Nigeria. The presentation involved finding out and describing the status of staff development programmes in the state.

5.2 Sampling Technique

A multi-stage stratified random sampling technique was used to select the sample for this study. In stage one, two local government areas were randomly selected from each of the three senatorial districts making a total of six local government areas in all. In stage two, ten secondary schools were randomly selected from the lists of secondary schools in each of the six local government areas making a total of 60 secondary schools. The teaching staffs in the selected secondary schools were stratified into male and female staff. Five male teaching staffs and five female teaching staffs were randomly selected from each of the 60 secondary schools. All the principals of the selected schools were also involved in the study. In all, the study involved a total of 300 male teaching staffs, 300 female teaching staffs and 60 principals, bringing the total sample size to 660 respondents.

5.3 Method of Data Collection

Both primary and secondary data were used for this study. The secondary data were collected from relevant authorities and published materials. Data that borders on the staff list, teachers qualification, staff training programmes and student performances were collected from both Kogi State Ministry of Education and Teaching Service Board at the state headquarter in Lokoja.

Primary data were generated through the use of structured questionnaire. The distribution and collection of the questionnaire was done by the researcher with the assistance of the teachers and principals of the selected

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 schools. All the instruments successfully completed were analyzed by the researcher.

5.4 Instrument for the Study

The major instrument used for this study was structured questionnaire. The questionnaire was constructed by the researcher to gather information from the teachers and their principals on the type of staff development programmes available, the frequencies of training and the inherent problems facing staff development programmes in the state. The questionnaire was validated by two experts in the field of education. All the corrections made were also incorporated into the final copy of the questionnaire. Reliability test was also carried out on a pilot study using test-retest method.

5.5 Method of Data Analysis

Objectives of this study were analysed using tables and simple descriptive statistics such as frequency, means, percentages and a modified Likert type of scale. The scale consists of average mean score from a four point scale.

5.6 Model Specification

Modified Likert type of Scale used for this study was developed by Rensis Likert in the 1930s. A four point Likert type of scale was adopted for this study as follows:

Very Regular = 4 point

Regular = 3 point

Fairly Regular = 2 point

Rarely Regular = 1 point

The mean response of each problem was calculated using the formula below;

$$\bar{X} = \frac{\sum FX}{N}$$

Where

\bar{X} = mean response

Σ = summation

F = No. of respondent choosing a particular scale point

X = Numerical value of the scale point

N = Total no. of respondents to the items

The mean response to each problem was interpreted using the concept of real limit number as shown below:

Very Regular = 4 point with real limits of 3.5 - 4.49

Regular = 3 point with real limits of 2.5 - 3.49

Fairly Regular = 2 point with real limits of 1.5 - 2.49

Rarely Regular = 1 point with real limits of 0.5 - 1.49

Decision rule;

Any problem with a mean score of below 2.50 is a major problem.

6.0 RESULTS AND DISCUSSION

6.1 Demographic Data of Secondary School Teachers in Kogi State

Table 1 shows the demographic data of secondary school teachers in Kogi State.

Table 1: Frequency distribution of the demographic variables of secondary school teachers in Kogi State

Demographic Variables	Frequency	Percentage	Mean/Mode
Age (Years)			
21-30	76	11.5	
31-40	252	38.2	
41-50	228	34.5	
51-60	104	15.8	
Total	660	100	41years
Sex			
Male	554	83.9	
Female	106	16.1	
Total	660	100	Male
Marital Status			
Single	87	13.2	
Married	542	82.1	
Divorced	29	4.4	

Others	02	0.3	
Total	660	100	Married
Educational			
Qualification	306	46.4	
NCE	54	8.2	
HND	202	30.6	
First Degree	96	14.5	
Master Degree	02	0.30	
PhD	660	100	NCE
Total			
Household Size (No. of	102	15.5	
persons)	445	67.4	
1-5	92	13.9	
6-10	12	1.8	
11-15	09	1.4	
16-20	660	100	8 persons
>20			
Total	52	7.9	
Teaching Experience	77	11.7	
(Years)	59	8.9	
1-5	242	36.6	
6-10	207	31.4	
11-15	23	3.5	
16-20	660	100	17 years
21-25			
>25			
Total			

Source: Field Survey, 2014.

Result on age of the respondents revealed that most (72.7%) of secondary school teachers in the State were in their active and productive age range of 31-50 years. The mean age was 41 years. This could lead to increased performance because more effort can be put into academic research and participation in development programmes with its multiplier effect on performance. The table also indicated that majority (83.9%) of secondary school teachers in the State were males while 16.1% were female. This is

because most female teachers in the state are with the primary and Universal Basic Education (UBE) schools. The mean age of 41 years is an indication that Kogi State government has not appointed new teaching staff in the recent times.

Educational qualification of the respondents revealed that most (46.4%) of the secondary school teachers in the state had Nigeria Certificate in Education (NCE). This was followed by respondents with first degree, representing 30.6%, while 14.5% had Masters' degree in various field, and only 0.3% had PhD. This implies that NCE teachers were in great numbers in the schools. This finding was consistent with those of previous researchers (Nwadiani, 2000; Obaji, 2006).

The result also showed that majority (67.4%) of secondary school teachers in the state had 6-10 persons within the household while only 1.4% of the respondents had above 20 persons. The average household size was 8 persons. More number of persons in a household implies more responsibility which will reduce the amount of money available for participation in staff development programmes. The result of the respondents based on years spent teaching in schools revealed that 68% of the secondary school teachers had between 16 and 25 years of teaching experience, 11.7% had teaching experience of between 6-10 years, 8.9% had spent 11-15 years teaching, 7.9% had 1-5 years teaching experience, while only 3.5% of the respondents had above 25 years of teaching experience. The average number of years spent teaching was 17 years. This implies that teachers' participation in staff development programmes and staff performance is expected to be high in the state because most sampled respondents were experienced teachers in various fields.

6.2 Types of Staff Development Programmes among secondary school teachers in Kogi State

Table 2 presented the various types of staff development programmes available for secondary school teachers in Kogi State.

Table 2: Respondents' responses on the types of Staff Development Programmes (SDP) in the area

Types of SDP*	Frequency	Percentage
In-service/on-the job-training	541	82.0
Conference	329	49.8
Seminar	660	100
Workshop	289	43.8
Orientation programme	529	80.2
Others	112	16.9

Source: Field Survey, 2014

* = multiple response

The results indicated that seminar programme had 100%. This implies that seminar as a type of SDP is available among all the staff in the secondary schools. This was followed by in-service training (82%), orientation programme (80.2%), conferences (49.8%), workshops (43.8%), and others (16.9%) such as teacher-teacher training, principal-teacher training, subject matter specialist, and community resource persons.

6.3 Level of participation in Staff Development Programmes (SDP) among secondary school teachers in Kogi State

Teachers' level of participation in Staff Development Programmes (SDP) is presented in Table 3.

The result revealed that secondary school teachers in Kogi State were regular in attending the following development programmes: orientation, principal-teacher training, seminar, teacher-teacher training, and in-service training with mean score of 3.43, 3.13, 2.95, 2.67, and 2.53 respectively. The finding also indicated that secondary school teachers in the state were not regular in attending development programmes such as subject matter

specialist, community resource persons, conferences, and workshops with mean scores of 1.76, 1.54, 1.37, and 1.32 respectively. According to Kayode (2001), orientation should start the moment the prospective new member is interviewed and begin in earnest when he accepts their offer. Oribabor (2000) in his support for in-service training stated that the programme strongly motivated the trainee to learn because the trainee is working in the field.

Table 3: Distribution of respondents according to level of participation in staff development programmes

Types of SDP	Level of Participation				Total	Total sum of score	Mean score
	VR (4)	R (3)	FR (2)	RR (1)			
In-service training	98	248	224	90	660	1674	2.53
Seminar	66	494	98	02	660	1944	2.95
Workshops	22	58	29	551	660	871	1.32
Conferences	12	44	121	483	660	905	1.37
Orientation	491	98	57	14	660	2266	3.43
Subject matter specialist	09	21	431	199	660	1160	1.76
Community resource persons	0	19	321	320	660	1019	1.54
Teacher-teacher training	127	233	255	45	660	1762	2.67
Principal-teacher training	210	366	44	40	660	2066	3.13

Source: Computed from Field Survey, 2014

Legend: VR = Very Regular; R = Regular; FR = Fairly Regular; RR = Rarely Regular

6.4 Effect of staff development programmes on teachers' performance

Teachers' responses on the effect of Staff Development Programmes on their performance are presented in Table 4.

Table 4: Distribution of respondents according to effect of SDP on performance

Effect	SA (4)	A (3)	D (2)	SD (1)	Total	Total sum of score	Mean score
Improve my teaching methods	498	148	14	0	660	2464	3.73
Improve my general knowledge	366	294	0	0	660	2346	3.55
Increase my teaching resource	352	308	0	0	660	2332	3.53
Clearer understanding of factors which affect learning	348	293	19	0	660	2309	3.50
Improve evaluation techniques	296	344	20	0	660	2256	3.42
Clearer knowledge of subject matter content area	288	344	28	0	660	2240	3.39
Better understanding of guidance and counselling	206	426	24	04	660	2154	3.26

Source: Computed from Field Survey, 2014.

Legend: SA = Strongly Agreed, A= Agreed, D = Disagreed, SA = Strongly Disagreed

The result shows that the respondents agreed to the fact that staff development programmes improve their teaching method, improve their general knowledge, increase their teaching resource, and as well give them clearer understanding of factors which affect learning with mean scores of 3.73, 3.55, 3.53, and 3.50 respectively. The respondents also agreed that staff development programmes improve their evaluation technique, give them clearer knowledge on subject matter content area, and better

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 understanding on guidance and counselling with mean scores of 3.42, 3.39, and 3.26 respectively. This finding corroborates Ajibade (1993) and Akintayo (1996) who stressed that staff development programmes improves the knowledge and skills of teachers. Also, Musaazi (2005) reported that training encourages teachers to adopt various modern methods of evaluating student performance.

6.5 Problems faced by teachers in the area of staff development programmes in Kogi State

Respondents' opinion according to constraints encountered in staff development programmes is presented in Table 5.

Table 5: Distribution of respondents according to problems encountered in the area of SDP

Constraints	VS (4)	S (3)	NS (2)	NP (1)	Total	Total sum of score	Mean score	Rank
Lack of government sponsorship	444	216	0	0	660	2424	3.67	1
Lack of fund	357	253	50	0	660	2287	3.50	2
Lack of motivation by government	277	343	06	34	660	2183	3.30	3
Inadequate infrastructural facilities	246	357	33	24	660	2145	3.25	4
Inadequate information	181	445	04	30	660	2097	3.18	5
Lack of principals' cooperation	48	155	429	28	660	1543	2.34	6
Lack of time	66	50	322	222	660	1280	1.94	7
Lack of motivation by the school	52	12	298	298	660	1138	1.72	8
No interest	0	03	98	559	660	764	1.16	9

Source: Computed from Field Survey, 2014.

Legend: VS = Very Serious, S = Serious, NS = Not Serious, NP = Not a Problem

Results in Table 5 revealed that lack of government sponsorship and fund ranked first and second with mean scores of 3.67 and 3.50 respectively in the problems encountered by secondary school teachers in the area of staff development programmes. This was followed by lack of motivation by government with a mean score of 3.30. The incentive can be in form of grants for teachers' participation in staff development programmes. Inadequate infrastructural facilities and inadequate information regarding staff development programmes were also rated as serious constraints by the respondents with mean scores of 3.25 and 3.18 respectively.

7.0 CONCLUSION AND RECOMMENDATIONS

The study revealed that secondary school teachers in Kogi State were aware of the existence of various staff development programmes but majority of the teachers were not actively involved in Secondary school teachers in the state attested to the effectiveness of staff development programmes and its influence on their performance. However, staff participation in the development programmes was limited by lack of government motivation in terms of grants and lack of fund. Based on the outcome of the study, the following recommendations are made:

1. Since the mean age is 41 years, there is urgent need for the government of Kogi State to recruit new teaching staff in the state.
2. Staff development and training should become an integral part of the educational system with financial grants and support for their conduct.
3. To address the problem on staff motivation, government should reward outstanding teacher(s) in any development programme such as workshops, seminars, and conferences. This reward can be in the form of sponsoring teachers for further staff development programmes.
4. Provision of adequate infrastructural facilities to ease teachers' participation in staff development programmes

5. Government and other educational development agencies should ensure adequate dissemination of information on the content of various staff development programmes to teachers at all levels.

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