

Impact of Effective Staff Development Programmes on Teachers' Performance in Senior Secondary Schools in Sokoto State

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Abstract

The study examined the impact of effective staff development programmes and teachers' performance in senior secondary schools in Sokoto state. Two research objectives, two research questions and two research hypotheses guided the study. A descriptive survey design was adopted. The population of the study was 2,679 respondents, out of which 329 sample was selected using Research Advisors Table for Determining Sample Size (2006). A multi-stage sampling technique was used for the study. The researchers however used a self-developed closed-ended structured questionnaire titled "Teachers Development and Performance Questionnaire" (TDPQ). The instrument yielded a reliability coefficient of 0.83. The researchers used descriptive statistics of percentage and frequency to answer the research questions and the Pearson Product Moment Correlation (PPMC) to examine whether a relationship exists between effective staff development programmes (conference & workshop) and teachers' performance. The findings indicated that there was a significant relationship between effective staff development programmes (conferences & workshops) and teachers' performance in senior secondary schools in Sokoto State. In view of the findings, it was recommended that the Sokoto state government should ensure teachers are trained, retrained and developed for the purpose of their efficiency and productivity. It is also recommended that the State government should recognize, acknowledge the usefulness and support both short and long-term training opportunities for teachers in senior secondary schools in Sokoto state.

Keywords: Staff Development Programmes, Teachers Performance, Senior Secondary Schools, Sokoto State.

Introduction

Teachers' development is a topic of discussion that gave rise to a variety of opposing theories and views. The success or failure of any educational institution depends on the quality of teachers, especially in today's highly technological world. The success of the organization depends on the effectiveness of the staff's performance. Their expertise, skills, and confidence in coming up with original ideas will all play a significant role in how well they do their duties (Nura, 2022). Thus, there is a need for teachers' development programs that will focus on enhancing their effectiveness at work.

The effectiveness of teachers is well acknowledged to be a significant predictor of students' achievement. The profession of teaching necessitates ongoing knowledge and skill development through training programs, which include in-service training through events like conferences, workshops, seminars, and mentorship.

Staff development has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable them to teach more effectively. It is an important aspect of the education process that deals with the art of acquiring skills in the teaching profession. They are essential to practice that enhances subject mastery, teaching methodology and classroom management.

The primary aims of staff development include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potential for future work, and improving the individuals' and institutions' abilities to achieve their aims and objectives (Armstrong, 2013).

Based on personal experience, in Nigeria and Sokoto State in particular, the provision of accessible and affordable educational opportunities for students, especially at the basic and post-basic levels remains one of the most critical issues of concern by the government, parents, and other stakeholders. So over the years, there has been a contentious effort by the State Government to improve the standard of education of the citizenry in the state. However, despite the importance of staff re-training and development which is key to getting teachers abreast of the latest development in the educational sector, not much evidence has been shown about the case of effective staff development programmes organized at regular intervals to update teachers' knowledge, especially secondary school teachers in Sokoto State.

This was evident in grievances among students regarding delay of examination results, poor supervision, poor assessment of examinations, poor teachers-students interaction, and deteriorating academic performance and etc., hence, non-payment of attention to staff development programmes could be a major barrier to effective teacher growth, and consequently mar the quality of education of the citizenry in the State.

It is against this backdrop that this study investigates the impact of staff development programmes on the performance of teachers in senior secondary schools and how it could affect the academic performance of students in Sokoto State.

This study may be significant in many ways to many stakeholders such as; teachers, students, school authorities, government, curriculum planners, other researchers and the community or society at large.

Objectives of the Study

The objectives of the study are to:

1. Determine the impact of the conference on the performance of teachers in senior secondary schools in Sokoto State.

2. Determine the impact of the workshop on the performance of teachers in senior secondary schools in Sokoto State.

Research Questions

The following research questions were generated and answered:

1. What is the impact of the conference on the performance of teachers in secondary senior schools in Sokoto State?
2. What is the impact of the workshop on the performance of teachers in senior secondary schools in Sokoto State?

Research Hypotheses

The following research hypotheses were formulated and guided the study:

- H01:** There is no significant relationship between effective teacher development programmes (conferences) and teachers' performance in senior secondary schools in Sokoto State.
- H02:** There is no significant relationship between effective teacher development programmes (workshops) and teachers' performance in senior secondary schools in Sokoto State.

Theoretical Framework

This study is anchored on Taylors' (1947) Scientific Management Theory. The earliest strategy for motivating people within the organization has its roots in the scientific management theory. According to Lee and Richard (2023), Taylor's (1947) principal concern was how to increase efficiency in production, not to lower cost and raise profit but to make possible increased pay for workers through high productivity. Taylor's approach is based on the assumption that a person will be motivated to work if rewards and penalties are tied directly to his performance. These lead to the time and motion study. He emphasized the importance of careful planning by managers and the responsibility of managers to design work systems, so that workers would be helped to do their best, Therefore, the best way to get the work done is by satisfying the workers' economic needs in line with their performance.

Concept of Staff Development

Staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives (James, 2016). According to Adamu (2008), staff development connotes the way and means by which staff performance needs are recognized and the extent to which leaders ensure that these needs are met. Staff development helps educators keep abreast of expanding knowledge base on

education so they can continually refine their conceptual and craft skills (Raja, Furqan, & Muhammad, 2011). Thus, the basic aim of the professional development of teachers is to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities.

Concept of Performance

Performance refers to the employee's job behaviour and comparing it with the formats and standards that have been determined in the organization. To put it differently, it means providing information about the job behaviour of staff, Kheyrollah & Nasser (2012). Thus, performance can also be seen as the accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost and speed. Teacher performance refers to observable behaviours, both verbal and non-verbal. It means the performance is a teaching behaviour of the teacher, which sometimes appears as a result or in the form of students' achievement (Abang, 2019).

Literature Review

Many studies have been carried out on the impact of staff development programmes and teachers' performance. For instance, Ollor (2021) "teachers' participation in workshop and seminar for quality instructional delivery in secondary schools in Rivers state". The findings revealed that teachers' professional and continuous development programmes formed an integral part of human resource management and are instrumental to teachers' quality instructional delivery in schools. It was also found that attendance in workshop and conferences are very significant and vital in enhancing quality instructional delivery by teachers in secondary school due to their ability to develop teaching methods, knowledge and skills. In another related development, Nakpodia (2018) conducted a study on "the roles of educational administration in the production of in-service teacher education in Benin, Nigeria. Based on the analysis of the findings, the result shows that there hasn't been a serious arrangement put in place regarding in-service training for teachers. Furthermore, according to Chukwu (2017) "impact of conference attendance on job performance of professional librarians of tertiary institutions in Imo state, Nigeria. The study finds that conference attendance impacted the job performance of professional librarians in tertiary institutions in Imo State.

Methodology

The research design adopted for this study is a descriptive survey. According to Emaikwu (2012), a descriptive survey design is one in which a group of people or items are studied by collecting and analyzing data which is considered to be representative of the entire population. This design is considered appropriate because it provides an effective way of collecting data from a sample and making inferences on a large population based on the study findings. The population of this study was 2,679 respondents out of which 329 sample was selected using the Research Advisors Table for Determining Sample Size (2006). The

researchers used a self-developed closed-ended structured questionnaire titled "Teachers Development and Performance Questionnaire" (TDPO). The instrument yielded a reliability coefficient of 0.83. The researchers used descriptive statistics of percentage and frequency to answer the research questions and the Pearson Product Moment Correlation (PPMC) to examine whether a relationship exists between effective staff development programmes (conference & workshop) and teachers' performance.

Results and Interpretation

Research Question One: What is the impact of the conference on the performance of teachers in senior secondary schools in Sokoto State?

Table 1: Frequency and Percentage of the Impact of Conference on staff performance in Senior Secondary Schools in Sokoto State

S/N	Items	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Sokoto State Government organizes conferences for teachers' development yearly	32	21	40	27	65	43	13	9
2	Sokoto State Government organizes conferences for teachers' development termly	15	10	25	17	23	15	87	58
3	Sokoto State Government organizes conferences for staff development monthly	4	3	38	25	46	31	62	41
4	Sokoto State Government organizes conferences for teachers' development weekly	3	2	9	6	42	28	96	64
5	I have always been attending Conferences regularly since my appointment with the State Government	37	25	51	34	32	21	30	20
6	I have attended up to five conferences since my appointment with the State Government as a staff	22	15	37	25	48	32	43	28
7	I have attended up to four conferences since my appointment with the State Government as a teacher	28	19	39	26	59	39	24	16

8	I have attended up to three conferences since my appointment with the State Government as a teacher	32	21	43	29	61	41	14	9
9	I have attended up to two conferences since my appointment with the State Government as a teacher	58	38	46	31	34	23	12	8
10	I have attended only one conference since my appointment with the State Government	72	48	23	16	26	17	29	19

Table 1 shows the frequencies and percentages of the respondents. For item 1, the frequencies are 32 for strongly agree, 40 for agree, 65 for disagree and 13 for strongly disagree while the percentages are 21, 27, 43, and 9 for strongly agree, agree, disagree and strongly disagree respectively. For the 2, the frequencies are 15 for the strongly agree, 25 for agree, 23 for disagree and 87 for strongly disagree while the percentage are 10, 17, 15, and 58 for the strongly agree, agree, disagree and strongly disagree respectively. For item 3, the frequencies are 4 for the strongly agree, 38 for agree, 46 for disagree and 62 for strongly disagree while the percentage are 3, 25, 31, and 41 for the strongly agree, agree, disagree and strongly disagree respectively.

The frequencies for item 4 are; 3 for strongly agree, 9 for agree, 42 for disagree and 96 for strongly disagree while the percentage are 2, 6, 28, and 64 for the strongly agree, agree, disagree and strongly disagree respectively. For item 5, the frequencies are 37 for the strongly agree, 51 for agree, 32 for disagree and 30 for strongly disagree while the percentage are 25, 34, 21, and 20 for the strongly agree, agree, disagree and strongly disagree respectively. For item 6, the frequencies are 22 for strongly agree, 37 for agree, 48 for disagree and 43 for strongly disagree while the percentage are 15, 25, 32, and 28 for the strongly agree, agree, disagree and strongly disagree respectively.

For item 7; the frequencies are 28 for strongly agree, 39 for agree, 59 for disagree and 24 for strongly disagree while the percentage is 19, 26, 39, and 16 for strongly agree, agree, disagree and strongly disagree respectively. For item 8, the frequencies are 32 for strongly agree, 43 for agree, 61 for disagree and 14 for strongly disagree while the percentage is 21, 29, 41, and 9 for strongly agree, agree, disagree and strongly disagree respectively. For item 9, the frequencies are 58 for strongly agree, 46 for agree, 34 for disagree and 12 for strongly disagree while the percentage are 38, 31, 23, and 8 for strongly agree, agree, disagree and strongly disagree respectively. For item 10, the frequencies are 72 for strongly agree, 23 for agree, 26 for disagree and 29 for strongly disagree while the percentage is 48, 16, 17, and 19 for strongly agree, agree, disagree and strongly disagree respectively.

Research Question Two: What is the impact of the workshop on the performance of teachers in senior secondary schools in Sokoto State?

Table 2: Frequency and Percentage of the Impact of Workshop on staff performance in Senior Secondary Schools in Sokoto State

S/ N	Workshops			SA		A		D		SD	
				F	%	F	%	F	%	F	%
1	Sokoto	State	Government	86	57	33	22	21	14	10	7
	organizes workshops for staff and teachers' development yearly										
2	Sokoto	State	Government	12	8	32	21	57	38	49	33
	organizes workshop for teachers' development termly										
3	Sokoto	State	Government	54	36	37	25	48	32	11	7
	organizes workshops for staff/ teachers' development quarterly										
4	Sokoto	State	Government	62	42	41	27	20	13	27	18
	organizes workshops for teachers' development regularly										
5	I have always been attending workshops regularly since my appointment with the State Government as a teacher			24	16	32	21	46	31	48	32
6	I have attended more than five workshops since my appointment with the State Government as a teacher			16	11	27	18	78	52	29	19
7	I have attended up to four workshops since my appointment with the State Government as a teacher			29	19	33	22	65	43	23	15
8	I have attended up to three workshops since my appointment with the State Government as a teacher			34	23	51	34	49	33	16	10
9	I have attended up to two workshops since my appointment with the State Government as a teacher			56	37	62	41	10	7	22	15

10	I have attended only one workshop since my appointment with the State Government as a teacher	63	42	44	29	11	7	32	21
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Table 2 shows the frequencies and percentages of the respondents. For item 1, the frequencies are 86 for strongly agree, 33 for agree, 21 for disagree and 10 for strongly disagree while the percentages are 57, 22, 14, and 7 for strongly agree, agree, disagree and strongly disagree respectively. For item 2, the frequencies are 12 for strongly agree, 32 for agree, 57 for disagree and 49 for strongly disagree while the percentage are 8, 21, 38, and 33 for strongly agree, agree, disagree and strongly disagree respectively. For item 3, the frequencies are 54 for strongly agree, 37 for agree, 48 for disagree and 11 for strongly disagree while the percentage are 36, 25, 32, and 7 for strongly agree, agree, disagree and strongly disagree respectively.

The frequencies for item 4 are; 62 for strongly agree, 41 for agree, 20 for disagree and 27 for strongly disagree while the percentage are 42, 27, 13, and 18 for strongly agree, agree, disagree and strongly disagree respectively. For item 5, the frequencies are 24 for strongly agree, 32 for agree, 46 for disagree and 48 for strongly disagree while the percentage is 16, 21, 31, and 32 for strongly agree, agree, disagree and strongly disagree respectively. For item 6, the frequencies are 16 for strongly agree, 27 for agree, 78 for disagree and 29 for strongly disagree while the percentage is 11, 18, 52, and 19 for strongly agree, agree, disagree and strongly disagree respectively.

For item 7; the frequencies are 29 for strongly agree, 33 for agree, 65 for disagree and 23 for strongly disagree while the percentage is 19, 22, 43, and 15 for strongly agree, agree, disagree and strongly disagree respectively. For item 8, the frequencies are 34 for strongly agree, 51 for agree, 49 for disagree and 16 for strongly disagree while the percentage is 23, 34, 33, and 10 for strongly agree, agree, disagree and strongly disagree respectively. For item 9, the frequencies are 56 for strongly agree, 62 for agree, 10 for disagree and 22 for strongly disagree while the percentage are 37, 41, 7, and 15 for strongly agree, agree, disagree and strongly disagree respectively. For item 10, the frequencies are 63 for the strongly agree, 44 for agree, 11 for disagree and 32 for strongly disagree while the percentage are 42, 29, 7, and 21 for the strongly agree, agree, disagree and strongly disagree respectively.

Hypotheses Testing

Research Hypothesis One: There is no significant relationship between effective staff development programmes (conferences) and teachers' performance in senior secondary schools in Sokoto State.

Table 3: PPMC results for the relationship between effective staff development programme (conference) and teachers' performance in senior secondary schools in Sokoto State.

Variables	N	Mean	df	R	P	Decision
Conference	329	25.10	327	0.026	.042	Sig
Staff Performance	329	31.32				

From Table 3, it can be seen that r of 0.026 with $p < 0.05$ indicated that there was a significant relationship between effective staff development programme (conference) and teachers' performance in senior secondary schools in Sokoto State.

Research Hypothesis Two: There is no significant relationship between effective staff development programmes and staff performance on the impact of workshops on teachers in senior secondary schools in Sokoto State.

Table 4: PPMC results for the relationship between effective staff development programme (workshop) and teachers' performance in senior secondary schools in Sokoto State.

Variables	N	Mean	df	R	P	Decision
Workshop	329	25.10	327	0.028	.341	Sig
Staff Performance	329	31.32				

From Table 4, it can be seen that r of 0.028 with $p < 0.05$ indicated that there was a significant relationship between effective staff development programme (workshop) and teachers' performance in senior secondary schools in Sokoto State.

Discussion of Findings

The objective of this research was to ascertain the impact of effective staff development programmes and staff performance in Sokoto State senior secondary schools, with the view of determining the impact of in-service training on the performance of teachers in senior secondary schools in Sokoto State.

From the results, it was found that there was a significant relationship between effective staff development programmes and staff performance on the impact of conferences in senior secondary schools in Sokoto State. This finding is in line with the study of Ollor (2021) whose results from the findings revealed that conferences are very significant and vital in enhancing quality instructional delivery by teachers in secondary schools due to their ability to develop teaching methods, knowledge and skills. It is also in line with the work of Chukwu (2017) whose findings show that conference attendance impacted the job performance of

professional librarians in tertiary institutions in Imo State. However, it is contrary to the study of Nakpodia (2018) in which the result shows that there have not been records of successful effective staff development educational programmes in Benin, Nigeria.

On the relationship between effective staff development programmes and staff performance on the impact of workshop in senior secondary schools in Sokoto State. It was found that there was a significant relationship between effective staff development programmes and staff performance on the impact of workshops in senior secondary schools in Sokoto State. This finding is similar to the study of Ollor (2021) whose findings revealed that teachers' professional and continuous development programmes formed an integral part of human resource management and are instrumental to teacher's quality instructional delivery in schools. It was also found that attendance in workshops is very significant and vital in enhancing quality instructional delivery by teachers in secondary school due to their ability to develop teaching methods, knowledge and skills. These findings are also in line with the work of Ekpoh, Edet and Nkama (2013) whose findings revealed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of student's work.

Conclusion

Given the findings of the study, the first objective shows how the conference had a significant impact on teachers' performance. It was therefore concluded that when the conference is attended by teachers in secondary schools, they will be more likely to perform better and achieve success. The second objective's results show that the workshop had a significant impact on teachers' performance. It was therefore concluded that when workshops were attended by the teachers, they will be more productive. Finally, the paper is suggesting further study on the relationship between staff development programmes and teachers' performance base on gender.

Recommendations

The following recommendations were made:

- i. There is a need by the government and other stakeholders to support both short and long-term training opportunities (conferences & workshops) for teachers just like in tertiary institutions of learning.
- ii. The Ministry of education should develop clear promotion criteria that recognize teachers' development programmes attendance (conferences & workshops) to encourage more attendance.

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