

IMPACT OF STAFF DEVELOPMENT PROGRAMMES ON THE PERFORMANCE OF TEACHERS IN SECONDARY SCHOOLS IN EBONYI STATE OF NIGERIA

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Abstract

This study investigated the impact of staff development programmes on the performance of teachers in secondary schools in Ebonyi state. The study arose because of the complaint among education stakeholders in Ebonyi state that teachers' performance is on the decline due to little or no development programmes. Two research questions and two hypotheses guided the study. The design for the study was descriptive survey. The population for the study comprised all the 4,360 teachers, principals and Ministry of Education officials in the three zones in Ebonyi state. The sample for the study consisted of 285 teachers, principals and Ministry of Education officials selected through proportionate random sampling techniques. The researcher developed instrument was validated by three experts from Ebonyi State College of Education, Ikwo. The questionnaire was administered to the respondents drawn from secondary schools and the state and Ministry of Education offices. The reliability indices of the instrument were determined using Cronbach alpha. The data collected were analyzed using frequency counts, percentages and Analysis of Variance (ANOVA). The findings of the study showed that teachers' performance was positively impacted through regular in-service training and workshops. On the basis of this finding, it was recommended that there should be a formal policy guideline by the state government for training of teachers. Opportunity should be made available for every teacher to attend in-service training programmes regularly.

Key Works: Staff development, Programmes, Performance, and Teachers.

Introduction

Every organization is expected to be committed in creating an equitable and motivating working environment to empower staff of the organization. Staff development is seen by support council Education Service (2014) as one of the main roots of achieving this commitment. Staff development programmes, according to Syeda, Nighat and Syeda (2022), is a process designed to improve job understanding, promote more effective job performance and establish future goals for career growth. Staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral process of teaching; and by which they acquire and develop critical knowledge, skills planning, and practice with children, young people and colleagues through each phase of their teaching

lives (Day, 2019). Performance, on the other hand, refers to employee job behaviour and comparing it with the formats and standards that have been determined in the organization. To put differently, it means providing information about the job behaviour of staff (Kheyrollah & Naser, 2012). Effectiveness and efficiency are ingredients of performance. Apart from competitiveness and productivity, training is a way of increasing an individual's performance. Afshan, Sobia, Kamran and Nasir (2011) stated that employees' performance is measured against performance standards set by the organization. Good performance means how well employees performed on the assigned task.

The staff working in an organization forms an important part of it and it is considered a huge asset of that system making a basis for developing the organization through in-service training programme. Haken (2013) observed that in-service training is an attempt to improve staff competence through continuing education courses, meetings and study groups, lectures and personnel reform. No organization will succeed completely without the professionals and trained manpower irrespective of the compliance with modern equipment, facilities and technology (Seyyed & Abdolabbs, 2017). One other important way of enhancing high performance and output in workers in by updating their knowledge continually through workshops. According to Harban (2014), training human resource in organizations for improved output is essential since improvement in quality of human factor is as important as investment in physical capital. Organizations that are dedicated to generating profits for its owners, providing quality service to its customers and beneficiaries invest in the training of employees (Evans & Lindsay, 2019). Workshop, therefore, presents an opportunity to promote, network and build the experiences of teachers for a good and successful classroom management.

Previous studies have shown that successful staff development practices can impact on teachers' performance in and out of the classroom. A study by Cohen and hill (2011) revealed that teachers whose in-service training were focused on the curriculum can teach well when what has been learnt were applied in the classroom. Garet, Porter, Desimore, Birman and Yoon (2013) discovered that teachers were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experience and parallel to assessment. Zatta (2019) and; Ntikidem and Etudor (2020) arrived at an important finding which shows that teachers' involvement in professional development activities can have a positive impact on their performance.

Statement of the Problem

The impact of staff development programmes on the performance of teachers is worth investigating. The caliber of many teachers working in secondary schools in Ebonyi state is nothing to write home about. They are usually inefficient in the performance of their duties. Administrators of education in the state rarely organize in-service training, conferences workshops and seminars for secondary school teachers to improve themselves in spite of their critical role in bringing about teachers' effectiveness, and this has grossly affected the quality of teachers. Thus, if staff development programmes fail and did not succeed, Nigeria may experience set back in her social and economic development. This study is, therefore, imperative to determine the impact of staff development programmes on the performance of teachers in secondary schools in Ebonyi state.

Purpose of the Study

The main purpose of the study was to investigate the impact of staff development programmes on the performance of teachers in secondary schools in Ebonyi state. Specifically, this study was designed to:

1. determine the impact of in-service training on the performance of teachers in secondary schools in Ebonyi state.
2. determine the impact of workshops on the performance of teachers in secondary schools in Ebonyi state.

Research Questions

The following research questions guided the study:

1. What is the impact of in-service training on the performance of teachers in secondary schools in Ebonyi state?
2. What is the impact of workshops on the performance of teachers in secondary schools in Ebonyi state?

Hypotheses

The following hypotheses guided the study and were tested at 0.05 level of significance:

- HO₁: There is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of in-service training on teachers' performance in secondary schools in Ebonyi state.
- HO₂: There is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of workshops on teachers' performance in secondary schools in Ebonyi state.

Method

The study adopted a descriptive survey which was used to determine the number of principals, teachers and Ministry of Education officials used for the study. It was also used to get the number of schools for the study. This study was carried out in the three Education Zones in Ebonyi state. The population for the study comprised of 4,360 secondary school teachers, principals and Ministry of Education officials in the 222 public secondary schools and Ebonyi State Ministry of Education respectively. Proportionate stratified random sampling was used to select a total of 285 teachers, principals and Ministry of Education officials used for the study. The instrument for data collection was a 35-item structured Impact of Staff Development Programmes Questionnaire (ISDPQ) developed by the researcher. The instrument was validated by three experts from the Departments of Educational Foundations and Computer Science in Ebonyi State College of Education, Ikwo. The reliability of the instrument was determined using Cronbach alpha with overall reliability index of 0.75. The questionnaire was administered to the respondents by the researcher with the help of three research assistants. Out of 285 copies of questionnaires distributed, 265 were successfully completed and returned. Data collected were analyzed using frequency counts, percentages and Analysis of Variance (ANOVA).

Results

Research Question 1: What is the impact of in-service training on the performance of teachers in secondary schools in Ebonyi state?

Table 1: Opinions of Respondents on the Impact of In-service Training on Performance of Teachers in Secondary Schools in Ebonyi State.

S/ N	Item Statement	Responses													
		Category of respondents		SA		A		U		D		SD		TOTAL	
				F	%	F	%	F	%	F	%	F	%	F	%
	Through in-service training, teachers in my school learn how to:														
1.	plan lessons well and this enables them to perform better in the class.	1.	Principals	15	68.2	6	27.3	-	-	-	-	1	4.5	22	8.30
		2.	Teachers	96	41.2	11	51.9	5	2.1	1	4.7	2	.9	23	87.9
		3.	Officials of MOE	6	60.0	4	40.0	-	-	-	-	-	-	10	3.8
2.	master their subjects and this improves their	1.	Principals	12	54.5	10	45.5	-	-	-	-	-	-	22	8.30
		2.	Teachers	95	40.8	11	51.9	7	3.0	1	4.3	2	.9	23	87.9

	performances in the class.	3.	Officials of MOE	5	50.0	5	50.0	-	-	-	-	-	-	10	3.8
3.	control their classes and this enhances their performances in the class.	1.	Principals	9	40.9	11	50.0	1	4.5	-	-	1	4.5	22	8.30
		2.	Teachers	87	37.3	12	54.6	9	3.9	1	4.3	1	.4	23	87.9
		3.	Officials of MOE	7	70.0	3	30.0	-	-	-	-	-	-	10	3.8
4.	introduce and present lessons and it helps in improving their capacity, hence improved performance in the class.	1.	Principals	11	50.0	8	36.4	2	9.1	-	-	1	4.5	22	8.30
		2.	Teachers	87	37.3	12	53.4	1	5.6	6	2.6	3	1.3	23	87.9
		3.	Officials of MOE	4	40.0	4	40.0	2	20.0	-	-	-	-	10	3.8
5.	evaluate lessons, hence improve their performances.	1.	Principals	12	54.5	9	40.9	-	-	-	-	1	4.5	22	8.30
		2.	Teachers	75	32.2	12	54.7	1	6.0	1	5.6	4	1.7	23	87.9
		3.	Officials of MOE	9	90.0	1	10.0	-	-	-	-	-	-	10	3.9
6.	use questioning techniques which helps to improve their performances in the class.	1.	Principals	5	27.7	12	54.5	1	4.5	3	13.6	1	4.5	22	8.30
		2.	Teachers	70	30.0	12	54.9	2	8.6	1	5.2	2	.9	23	87.9
		3.	Officials of MOE	3	30.0	7	70.0	-	-	-	-	-	-	10	3.8
7.	carry out formative evaluation of students.	1.	Principals	4	18.2	16	72.7	1	4.5	-	-	1	4.5	22	8.30
		2.	Teachers	69	29.6	12	51.0	3	13	1	4.3	2	.9	23	87.9
		3.	Officials of MOE	9	90.0	1	10.0	-	7	-	-	-	-	10	3.8
8.	carry out summative evaluation of students.	1.	Principals	7	31.8	12	54.5	1	4.5	1	4.5	1	4.5	22	8.30
		2.	Teachers	61	26.2	12	54.7	3	12.0	1	5.2	3	1.3	23	87.9
		3.	Officials of MOE	8	80.0	2	20.0	-	-	-	-	-	-	10	3.8
9.	increase their knowledge and this helps to enhance their performances in the class.	1.	Principals	12	54.5	6	27.3	-	-	3	13.6	1	4.5	22	8.30
		2.	Teachers	11	43.2	97	41.6	1	6.9	6	2.6	2	.9	23	87.9
		3.	Officials of MOE	10	100.0	-	-	-	-	-	-	-	-	10	3.8

10.	effectively communicate and this enhances their performances in and outside the class.	1. Principals	13	59.1	9	40.9	-	-	-	-	-	-	22	8.30
		2. Teachers	10	42.9	98	42.1	15	6.4	15	6.4	6	2.1	23	87.9
		3. Officials of MOE	8	80.0	2	20.0	-	-	-	-	-	-	10	3.8

Data on table 1 above shows that there is a consensus among the three categories of respondents on items 1 to 10 that through in-service training, teachers learn how to plan lessons well, master their subjects, control their classes, introduce and present lessons, carry out both formative and summative evaluation of students, increase their knowledge and effectively communicate which enhanced their performance in the class. This is evident in the sum of percentage of strongly agree and agree opinions of the principals, teachers and Ministry of Education official (MOE).

Research Question 2: What is the impact of Workshops on the performance of teachers in secondary schools in Ebonyi state?

Table 2: Opinions of Respondents on the Impact of Workshops on the Performance of Teachers in Secondary Schools in Ebonyi State.

S/ N	Item Statement	Category of respondents	Responses											
			SA		A		U		D		SD		TOTAL	
	Through workshops teachers in my school learn how to:		F	%	F	%	F	%	F	%	F	%	F	%
11.	plan lessons well and this enables them to perform better in the class.	1. Principals	11	50.0	9	40.9	1	4.5	1	4.5	-	-	22	8.30
		2. Teachers	74	31.8	11	47.1	19	8.2	20	8.2	9	3.9	23	87.9
		3. Officials of MOE	9	90.0	1	10.0	-	-	-	-	-	-	10	3.8
12.	master their subjects and this improves their performances in the class.	1. Principals	8	36.4	11	50.0	1	4.5	1	4.5	1	4.5	22	8.30
		2. Teachers	61	21.2	12	53.6	22	9.4	22	9.4	3	1.3	23	87.9
		3. Officials of MOE	10	100.0	-	-	-	-	-	-	-	-	10	3.8
13.	control their classes and this enhances their performances in the class.	1. Principals	4	18.2	14	63.6	2	9.1	1	4.5	1	4.5	22	8.30
		2. Teachers	78	33.5	11	47.2	23	9.9	20	8.6	2	.9	23	87.9
		3. Officials of MOE	5	50.0	5	50.0	-	-	-	-	-	-	10	3.8
14.	introduce and present lessons	1. Principals	9	40.9	9	40.0	2	9.1	1	4.5	1	4.5	22	8.30

	and it helps in improving their capacity, hence their performances in the class.	2.	Teachers	75	32.2	115	49.4	22	9.4	17	7.3	4	1.7	233	87.9
		3.	Officials of MOE	5	50.0	40	10.0	10	10.0	-	-	-	-	10	3.8
15.	evaluate lessons, hence improve their performances.	1.	Principals	7	31.8	13	59.1	1	4.5	-	-	1	4.5	22	8.30
		2.	Teachers	70	30.0	119	51.1	20	8.6	20	8.6	4	1.7	233	87.9
		3.	Officials of MOE	8	80.0	10	10.0	-	10.0	-	-	-	-	10	3.9
16.	use questioning techniques, which helps to improve their performances in the class.	1.	Principals	6	27.3	13	59.1	1	4.5	1	4.5	1	4.5	22	8.30
		2.	Teachers	63	27.0	126	54.1	25	10.7	16	6.9	3	1.3	233	87.9
		3.	Officials of MOE	6	60.0	40	40.0	-	-	-	-	-	-	10	3.8
17.	carry out formative evaluation of students.	1.	Principals	7	31.8	11	50.0	20	9.1	1	4.5	1	4.5	22	8.30
		2.	Teachers	57	24.5	124	53.2	31	13.3	19	8.2	2	.9	233	87.9
		3.	Officials of MOE	5	50.0	40	40.0	10	10.0	-	-	-	-	10	3.8
18.	carry out summative evaluation of students.	1.	Principals	7	31.8	10	45.5	36	13.6	1	4.5	1	4.5	22	8.30
		2.	Teachers	62	26.6	118	50.6	26	11.2	23	9.9	4	1.6	233	87.9
		3.	Officials of MOE	8	80.0	10	10.0	10	10.0	-	-	-	-	10	3.8
19.	increase their knowledge and this helps to enhance their performances in the class .	1.	Principals	9	40.9	9	40.9	36	13.6	1	4.5	-	-	22	8.30
		2.	Teachers	93	39.9	108	46.4	17	7.3	11	4.7	4	1.7	233	87.9
		3.	Officials of MOE	8	80.0	20	20.0	-	-	-	-	-	-	10	3.8
20.	effectively communicate and this enhances their performances in and outside the class.	1.	Principals	10	45.5	11	50.0	10	4.5	-	-	-	-	22	8.30
		2.	Teachers	79	33.9	102	43.8	22	9.4	21	9.0	9	3.9	233	87.9
		3.	Officials of MOE	5	50.0	50	50.0	-	-	-	-	-	-	10	3.8

Table 2 shows that all the three categories of respondents agree that through workshops, teachers learnt how to plan lessons well, mastered their subjects, control their classes, introduce and present lesson, evaluate lessons, use questioning techniques, carry out formative and summative evaluation of students, increase their knowledge and effectively communicate

which enhanced their performances in the classroom. This is evident in the sum of percentage of strongly agree and agree opinions of the principals, teachers and officials of Ministry of Education (MOE) in items 11 to 20 respectively.

Hypotheses 1: There is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of in-service training on the performance of teachers in secondary schools in Ebonyi state.

Table 3: Summary of Analysis of Variance (ANOVA) on the opinion of Respondents on the Impact of in-service Training on the performance of Teachers in Secondary Schools in Ebonyi state

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	12.406	2	6.203	.074	.928	3.37
Within Groups	218882.100	262	83.519			
Total	218894.506	264				

From table 3, it is evident that the probability value is 0.928 and this is above the 0.05 level of significance. This means that there is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of in-service training on the performance of teachers in secondary schools in Ebonyi state. Therefore, the null hypothesis is not rejected.

Hypothesis 2: There is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of workshops on the performance of teachers in secondary schools in Ebonyi state.

Table 4: Summary of Analysis of Variance (ANOVA) on the opinions of Respondents on the impact of Workshop on the Performance of Teachers in Secondary Schools in Ebonyi State.

Status	Sum of square	Df	Mean square	F	Prob.	F. Critical
Between Groups	362.967	2	181.483	2.182	.115	3.37
Within Groups	21790.943	262	83.172			
Total	22153.99	264				

Table 4, shows that the probability value is 0.115 and this is higher than the 0.05 level of significance. This means that there is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of workshop on the performance of teachers in secondary schools in Ebonyi state. Therefore, the null hypothesis is not rejected meaning that of the three groups do not differ significantly.

Summary of Findings

The following are the summary of findings of this study:

1. Through in-service training, teachers in secondary schools in Ebonyi state learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques carry out formative and summative evaluation, increase their knowledge and effectively communicate which enhanced their performances in the class.
2. Through workshops, teachers in most secondary schools in Ebonyi state learnt how to plan lessons well, master their subjects well, control their classes, introduce and present lessons, evaluate lessons increase their knowledge, employ questioning techniques, carry out formative and summative evaluation and effectively communicate which enhanced their performances in the class.
3. There is no significant difference in the opinions of principals, teachers and officials of Ministry of Education on the impact of in-service training on the performance of teachers in secondary schools in Ebonyi state.
4. There is significant difference in the opinions of principals, teachers, and Ministry of Education officials on the impact of workshops on the performance of teachers in secondary schools in Ebonyi state.

Discussion of Findings

In research question one of the study, all the three categories of respondents were of the opinion that through in-service training, teachers in secondary schools in Ebonyi State learnt how to plan lessons well, master their subjects, control their classes, introduce and present lessons, evaluate lessons, use questioning techniques, carry out formative and summative evaluation on their students, increase their knowledge and effectively communicate which enhanced their performance in the classroom. The Analysis of Variance (ANOVA) result with regard to hypothesis 1 showed that there is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of in-service training on the performance of secondary school teachers in Ebonyi state. This finding is in agreement with Cohen and Hill (2011) who discovered that teachers whose in-service training were

focused on the curriculum can teach well when what have been learnt were applied in the classroom. Students' achievement is usually good if their teachers participated in training that focused on the curriculum.

In research question two, all the three categories of respondents were of the opinion that through workshops, teachers in secondary schools in Ebonyi state learnt how to plan lessons well, master their subjects, control their classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate which enhanced their performance in the class. The Analysis of Variance (ANOVA) showed that there is no significant difference in the opinions of principals, teachers and Ministry of Education officials on the impact of workshop on the performance of teachers in secondary schools in Ebonyi state. This finding is in consonance with Garet, Porter, Desimore, Birman and Yoon (2021) who found that teachers' involvement in workshops that emphasized on mathematics and other science subjects were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experiences and parallel to assessment.

Conclusion

Teachers and administrators have crucial roles to play in bringing about learning in students. Their ability to effectively carry out these roles would be determined largely by the quality of staff development programmes made available to, and utilized by them. Staff development efforts in schools should consider the complex relationship between staff development and improvement in staff job performance. Such improvement could then lead to marked improvement in content, process, context and outcomes of student learning in schools. Thus, student learning outcomes would be the starting point for further school improvement and staff development efforts (a cyclical process).

However, on the basis of the findings, the following conclusions are made:

1. In-service training is a good means through which teachers in secondary schools in Ebonyi state learnt how to plan lesson well, master their subjects, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative evaluation, increase their knowledge and effectively communicate which enhanced their performances in the class.
2. Through workshops, teachers in secondary schools in Ebonyi state learnt how to plan lessons well, master their subjects, control classes, introduce and present lessons, evaluate lessons, employ questioning techniques, carry out formative and summative

evaluation of students, increase their knowledge and effectively communicate, which enhanced their performances in the class.

Recommendations

Based on the research findings and conclusion, the following recommendations were made:

1. There is need for continuous provision for teachers to go on in-service training programmes to upgrade and update their knowledge and skills since their performance is enhanced through such trainings.
2. The need for broader and wider acquisition of knowledge by teachers is necessary. Therefore, the state government should mobilize adequate funds for regular workshops for secondary school teachers.

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