

Evaluation of Staff Development Programme on ... Adejo, O. L., Et. al. (2026)

Evaluation of Staff Development Programme on Job Performance among Secondary School Teachers in Kaduna North Local Government Area of Kaduna State, Nigeria

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Abstract

This study investigated staff development programmes and job performance of teachers in secondary schools of Kaduna North Local Government Area of Kaduna state. Four (4) purposes of the study, research questions and hypotheses each were formulated and tested in this study. Population of the study was comprised of three hundred and twenty-four (324) teachers. A sample of one hundred and seventy (170) respondents was selected through the simple random sampling technique. A structured questionnaire served as the sole instrument for data collection. The validity and reliability of the instrument were established, yielding a reliability coefficient of 0.86. Data were analyzed using descriptive statistics (frequency and mean) and inferential statistics (Chi-square). Findings revealed that consistent investment in staff development significantly enhances teachers' performance and consequently improves students' learning outcomes in public secondary schools within the study area. Results showed in-service training programmes have a significant and positive impact on teachers performance in the secondary schools across the study area. Conference improves teachers professional knowledge provide opportunities for networking and enhance their performance. It was recommended that in-service training should be improved to focus on pedagogical knowledge of teachers to effectively deliver their lessons. During conference there should be a period set aside where the teachers can have a forum to share their individual ideas and discoveries. Finally, workshop facilities should be provided for practical and hands on for every participating teachers where errors can be tracked and corrected.

Key words: Job Performance, Secondary Education, Staff Development, Teachers

Introduction

Staff development programmes have become a cornerstone of educational improvement worldwide, playing a vital role in enhancing teachers' professional competencies, instructional strategies and overall effectiveness in the classroom. These programmes encompass various activities such as in-service training workshops, seminars, mentoring, curriculum updates, and ongoing professional learning designed to strengthen teachers' skills, knowledge, and attitudes toward teaching. In many educational systems, particularly in developing countries, the quality and scope of staff development initiatives are critically linked to school performance and students' learning outcomes. Invariably, the success of an organization depends on the effectiveness of its staff in terms of their job performance. Their expertise, skills and confidence in coming up with original ideas will all play significant role in how well they do their duties daily (Nura, 2022). In Kaduna state, secondary education is fundamental to fostering human capital and socio-economic development, its effectiveness however remains a key concern for policymakers, school administrators and education stakeholders. Secondary school teachers are therefore expected not only to deliver the prescribed curriculum in schools but also to adapt to modern pedagogical demands, integrate technology, manage diverse learners, and respond to evolving educational standards. However, challenges such as limited training opportunities, inadequate resources, and inconsistent professional support can hinder teachers' ability to perform optimally. Recall that teachers play a crucial role in ascertaining whether or not the desired educational results would be achieved or otherwise. They are the backbone and bedrock of the entire educational system. However, their effectiveness is perhaps the most important factor affecting the future development of education (Ikebusi and Iheanacho, 2016). Teachers teach, train and assist students to acquire the necessary life skills that would enable them to survive and contribute meaningfully to the society they belong. Without adequate training and retraining viz-a-viz short and long term



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courses, they will remain at the same level they have been all these years. Staff development programme is a vital aspect of school administration which enhances teacher's performance. Owing to the challenging demands of their jobs occasional by technological innovations, teachers must be capable and willing to continually upgrade their knowledge, skills and practices. Staff development has thus 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 programmes that teachers can perform better and effectively. There are however different staff development programmes used to improve the quality of teacher's performance in schools. These include seminars, In-service training and conference to mention but a few. This study thus seeks to explore the relationship between staff development programmes and the job performance of teachers in secondary schools in Kaduna.

Concept of In-Service Training

In-service training is the training given to teachers already in the service. In-service could also refer to periodic upgrading and additional professional development received on the job or during employment (Ingersoll & Gold in Hussaini, 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-dated and stale.

Concepts of Conference

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. 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. Shaibu (2016) observed that conference is not highly formalized, since the trainees are treated as participants and not just passive 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 sessions of various types; such as lectures, panel discussions, workshops etc.

Concepts of Workshop

Workshop comprises a small, selected group of teachers or experts. 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 Hussaini (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 workshop is to acquire new knowledge and skills, and practice behavior in simulated working environment. They identify needed change in behavior, learn new skills and practice behavior in simulated work environment. An effective workshop is built around what is practiced and relevant from the learner perspective. It is specific and focuses on its subject matter. 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 practical and relevant to the need of the learner's 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 (updated) added that "workshop is a meeting of people to discuss and perform practical work in a subject or activity" a drama/poetry/training workshop.

Concept of Seminar

According to Hussaini (2015) seminar is a more rigorous activity that facilitates learning through presentations about a subject that a teacher teaches or is 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 (resource 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 held in school premises or at a designated out-of-school venue, may allow the organizers of such programme give



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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. Shuaibu (2016) observed that seminar is a small group discussion in a formal setting with a clear agenda. In a seminar, a speaker presents a theme or a set of papers and discussed by all those who participate. The chairman/chairperson of the seminar guides, directs coordinates and 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 on an idea, constructively criticize or review a conventional approach.

Statement of the Problem

Staff development is one of the most promising ways for improving job performance of teachers and subsequent classroom instruction. But reverse is the case in recent times as those teachers genuinely requiring the refresher training are either not selected or considered for reasons best known to school leadership who are to make the selection. This is considered unacceptable and unfair to the system. If this is allowed to continue, achieving the objectives of secondary school education will be a mirage. Another is the challenge of inadequate or insufficient funding of staff development programmes. Dadey and Harber in Omoniwa (2016) observed that due to financial constraints which exist in almost every country in Africa. Some teachers have not had access to training (conference, seminar or even workshop) for once in a decade and others are regular attendees.

Purpose of the Study

The specific purpose of this study are as follows:

1. Find out the impact of in-service training programme on job performance of teachers' in secondary schools of Kaduna North Local Government area of Kaduna state.
2. Examine the impact of conferences on job performance of teachers' in secondary schools of Kaduna North Local Government Area of Kaduna state.
3. Determine the impact of workshop on job performance of teachers' in secondary schools of Kaduna North Local Government area of Kaduna state.
4. Examine the impact of seminar on job performance of teachers' in secondary schools of Kaduna North Local Government Area of Kaduna state.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance for acceptance or otherwise.

H₀₁: There is no significant impact of in-service training programme on job performance of teachers' in secondary schools.

H₀₂: There is no significant impact between conferences attended by teachers and their job performance in secondary schools.

H₀₃: There is no significant impact between workshop attended by teachers and their job performance in secondary schools.

H₀₄: There is no significant impact between seminar attended by teachers and their job performance in secondary schools.

Methodology

This study adopted descriptive survey research design. According to Yin (2014), descriptive survey research design is useful for providing a comprehensive understanding of a phenomenon or population. The target population for this study was comprised of all educators in public secondary schools located in Kaduna North Local Government Area. Within the study area, there are thirty-two (32) registered public secondary schools with an estimated total of three hundred and twenty-four (324) teachers. Therefore, a sample size of one hundred and seventy (170) respondents was selected at random for this study using purposive sampling technique. In any research as this, purposive sampling technique which is also judgment sampling is a non - probability sampling method where participants are selected based on the researchers' judgment and expertise. It allows for selection of sample that is representative of the population, but not necessarily randomly selected (Creswell, 2014). The sole instrument used for data collection in this study was questionnaire and titled "questionnaire on staff development programmes and the performance of teachers in secondary schools" (QSDPTSS). Pilot study was conducted in Government Secondary School, Kawo and a reliability co-efficient of 0.89 was obtained. Data analysis was undertaken using descriptive statistics such as frequency counts and simple percentages on the research questions formulated for this study.



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Presentation of Results

Hypothesis 1: There is no significant impact between in-service training programme and job performance of teachers in secondary schools. Because of its applicability, the statistical method known as Chi-square (X^2) was selected for use in the investigation of this particular hypothesis.

Table 1: Chi-square statistics between in-service training programme and job performance of teachers in secondary schools

Variable	SA	A	D	SD	N	df	X ² Cal	X ² Crit	P-value
Impact of In-service training programme on teacher's performance	78	57	27	8	170	15	56.02	24.99	0.011
	60.0	52.67	35.17	22.17					

Source: Field work (2025) p-value = 0.011 < 0.05

Results of the chi square (X^2) statistics revealed that in-service training programme has significant impact on teacher's performance in secondary schools. This is because the calculated p-value of 0.011 is below the 0.05 alpha level of significance, and its X^2 computed value of 56.020 is greater than the X^2 critical value of 24.99 at df 15. Their highest observed frequencies are responses on this were 78, 57, 27 and 8 for strongly agreed, agreed, disagreed and strongly disagreed respectively. This suggest a very high impact of in-service training programme on job performance of teachers. Therefore, the null hypothesis which states that there is no significant impact of in-service training programme on job performance of teachers in secondary schools, is hereby *rejected*.

Hypothesis 2: There is no significant impact between conferences attended by teachers and their job performance in secondary schools. Because of its applicability, the statistical method known as Chi-square (X^2) was selected for use in the investigation of this particular hypothesis.

Table 2: Chi-square statistics on impact of conferences attended by teachers on job performance of teachers in secondary schools

Variable	SA	A	D	SD	N	df	X ² Cal	X ² Crit	P-value
impact of conferences attended by teachers on teacher's performance	65	44	38	23	170	15	33.53	24.99	0.004
	58.3	50.0	37.1	24.5					

Source: Field work (2025) p-value = 0.004 < 0.05

Results of the chi square (X^2) statistics revealed that conferences attended by teachers has significant impact on teacher's performance in secondary schools. This is because the calculated p-value of 0.004 is below the 0.05 alpha level of significance, and its X^2 computed value of 33.53 is greater than the X^2 critical value of 24.99 at df 15. Their highest observed frequencies are responses on this were 65, 44, 38 and 23 for strongly agreed, agreed, disagreed and strongly disagreed respectively. This suggests a very high impact of conferences attended by teachers on job performance of teachers. Therefore, the null hypothesis which states that there is no significant impact of conferences attended by teachers on teacher's performance in secondary schools, is hereby *rejected*.

Hypothesis 3: There is no significant impact between workshop attended by teachers and their job performance of teachers in secondary schools. Because of its applicability, the statistical method known as Pearson Correlation Co-efficient (PPMC) was selected for use in the investigation of this particular hypothesis.

Table 3: Chi-square statistics on impact of workshop attended on teacher's performance in secondary schools

Variable	SA	A	D	SD	N	df	X ² Cal	X ² Crit	P-value
Impact of workshop attended by teachers' on performance	74	58	29	9	170	15	38.14	24.99	0.001
	63.0	50.6	33.0	23.3					

p-value = 0.001 < 0.05, X² Computed = 38.141 > X² critical value of 24.99 at df 15,

Results of the chi square (X^2) statistics revealed that workshop attended by teachers has significant impact on teacher's performance in secondary schools. This is because the calculated p-value of 0.001 is below the 0.05 alpha level of



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significance, and its X^2 computed value of 38.141 is greater than the X^2 critical value of 24.99 at df 15. Their highest observed frequencies are responses on this were 74, 58, 29 and 9 for strongly agreed, agreed, disagreed and strongly disagreed respectively. This suggests a very high impact of workshop attended by teachers on teachers performances. Therefore, the null hypothesis which states that there is no significant impact of workshop attended on teachers' performance in secondary schools, is hereby *rejected*.

Hypothesis 4: There is no significant impact between seminar attended by teachers and their job performance of teachers in secondary schools. Because of its applicability, the statistical method known as chi-square (X^2) was selected for use in the investigation of this particular hypothesis.

Table 4: Chi-square (X^2) statistics on impact of seminar attended on teacher's performance in secondary schools

Variable	SA	A	D	SD	N	df	X^2 Cal	X^2 Crit	P-value
Impact of seminar attended on teacher's performance	76	55	28	11	170	15	43.55	24.99	0.001
	60.3	52.5	35.8	21.3					

p-value = 0.001 < 0.05, X^2 Computed = 43.552 > X^2 critical value of 24.99 at df 15

Results of the chi-square (X^2) statistics revealed that seminar attended by teachers has significant impact on teacher's performance in secondary schools. This is because the calculated p-value of 0.001 is below the 0.05 alpha level of significance, and its X^2 computed value of 43.552 is greater than the X^2 critical value of 24.99 at df 15. Their highest observed frequencies are responses on this were 76, 55, 28 and 11 for strongly agreed, agreed, disagreed and strongly disagreed respectively. This suggests a very high impact of seminar attended by teachers on their performances. Therefore, the null hypothesis which states that there is no significant impact of seminar attended by teachers on teacher's performance in secondary schools, is hereby *rejected*.

Summary of the Findings

Based on the analysis of data carried out here, the following findings emerged:

1. In-service training programme has significant impact on teacher's performance in secondary schools across the study area.
2. Conferences attended by teachers has significant impact on their performances in secondary schools.
3. The study unraveled that workshop attended by teachers has significant impact on their performances in secondary schools in the study area.
4. Respondents revealed that seminar attended by teachers are of significant impact on their performances in secondary schools.

Discussion of Findings

In hypothesis I, significant impact between in-service training programme and job performance of teachers in secondary schools was tested. The result of this test conducted using chi-square procedure revealed that the respondents were of the opinion that significant impact exist between in-service training and teachers' performance in public schools of the study locality. The null hypothesis was therefore rejected. It was noted from the responses of the respondents that teachers' performance can be impacted on account of in-service training. This was the conclusion drawn from the data.

Hypothesis II examined whether or no significant impact exists between conferences attended by teachers and their job performance in secondary schools. It was rejected in favour of significant impact exist between conferences attended by teachers and their relative performance in the discharge of duties and students' academic attainment in public secondary schools of the study area. According to the related items of the variable, respondents are of the opinion that conferences attended by teachers provide a platform to share best practices, experiences and enable one another to learn new methods of teaching. Also, opportunity to network with other teachers from different schools are available. Exposes participating teachers to new ideas, research and innovation in education as to improve their teaching practices in the classrooms. The issue of no significant impact between workshop attended by teachers and their performance in secondary schools was analyzed in hypothesis three. The outcome of this study revealed that significant impact exists between the duo. An affirmation that the null hypothesis was rejected. According to the related items of the variable, respondents are of the opinion that workshop provides hands-on training to teachers which can be applied in their teaching practices on daily



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basis. It also helps to address diverse needs of teachers making the students understand more. Classrooms can be better managed if only teachers are granted the opportunity to attend this training programme. The issue of no significant impact between seminar attended by teachers and their job performance in secondary schools was examined in hypothesis four. This particular null hypothesis has been rejected by the respondents. According to the related items of the variable, respondents believed that teachers who might have attended seminars are introduced to new teaching strategies, methods and techniques to improve classroom instruction. Seminar further motivate teachers to be more committed to teaching, an indication of job satisfaction. Classroom practices is sort what reduced as the knowledge gained cannot assist them to perform their duties efficiently. This can be attested to, as teachers' knowledge, skills and practices are improved, same way as students' learning also improves.

Conclusion

The impact of staff development programmes on job performance of teachers in secondary schools of Kaduna North Local Government Area cannot be overemphasized. This study has shown that staff development initiatives, when properly planned and implemented, significantly enhance teachers' knowledge, instructional skills, and professional confidence. Teachers who actively participate in workshops, seminars, in-service training, and continuous professional development activities are better equipped to adopt innovative teaching strategies, manage classrooms effectively, and respond to the diverse learning needs of students. Consequently, the quality of instruction improves, which directly translates to improved student learning outcomes and overall school performance. Staff development also fosters teachers' sense of commitment and motivation. Exposure to modern pedagogical practices, curriculum innovations, and technological integration promotes creativity, problem-solving, and adaptability in the classroom.

Recommendations

The following recommendations were put forward:

1. In-service training should be improved upon to focus more on pedagogical knowledge of teachers to effectively deliver their lessons.
2. During conferences there should be period set aside where the teachers can have a forum to share their individual ideas and discoveries and if possible include this as core part of the conferences.
3. During workshops facilities should be provided for practical and hands-on for every participating teachers where errors can be tracked and corrected.
4. During seminars students should also be allowed to participate to freely demonstrate what they are being taught so that other teachers around can correct them.

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