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**STAFF DEVELOPMENT PROGRAMMES AND TEACHERS'
JOB PERFORMANCE IN LOWER BASIC SCHOOLS IN
KWARA STATE, NIGERIA**

BY

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Abstract

This study investigated the influence of staff development programme on teachers' job performance in lower basic schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive design was used for the study. Research constructed questionnaire titled Staff Development Programme Questionnaire (SPDQ) and Teachers' Job Performance Questionnaire (TJPQ) were used for data collection. Pearson product moment correlation statistics was used to test the two hypotheses. All the hypotheses were tested at 0.05 level of significance. The finding of this study revealed that there was significant relationship between teachers' attendance at seminar, attendance at workshop and teachers' job performance. It was recommended that teacher should continue to be giving opportunity to attend seminar regularly by providing a guide to be consistence with further learning activities and improve classroom management skills in order to boost teachers' job performance for the achievement of educational goals, teacher should continue to maintain giving opportunity to participate in workshop to facilitate teachers in discovery clear objectives of lesson and application of new procedure in teaching and build up competency in terms of dynamic learning as well as opportunity to renew their knowledge so as to enhance effective job performance in order to achieve educational goals.

Introduction

Staff development in the education sector refers to all programmes designed for the continuous improvement of skills and job performance of teacher. The development of any nation is to a large extent dependent on the significant of trained and competent human resources available for proper management of educational sector. Supervision as a means of guiding and assessing members of the school system to improve classroom instructions, curriculum reforms and teacher development is very necessary in primary school education for the achievement of educational objective as stated in National Policy on Education (2013).

Staff development programme in education particularly for teachers are important to improve the quality of education because of crucial roles played by teachers in implementing educational reforms in accordance with the aim of National Philosophy of Education. Professional development focuses on those with teaching responsibilities and professional capability of individual thereby ensuring effective job performance of teachers (Adesina, 2004). Teachers' job performance is the behaviour of teachers towards the performance of their daily official duties in school which includes lesson note preparation, students, assessment, classroom management and the like (Gabriel, 2004). The role of head teacher is very important in primary school education in terms of creating a positive climate conducive to collaboration in matters pertaining to staff development. The absence of a supportive work can create difficulties for teacher development. Therefore, head teachers need to be pro-active in their creation of psychological conditions with their schools so that staff development program will be possible. Motivation is also important issues for training because it reflected in a person's selection of goals and the amount of effort expended in achieving these organisation goals. Previous studies showed that successful staff development practices can impact have impact on teachers' job performance (Andrews, 2002 & Borich, 2003). According to Nick and James (1999), goals and effort are influence by how person perceive or feels about doing things in relation to gaols achievement. Head teacher is expected to be committed to creating an equitable developmental and motivating working environment which empowers and value people at all stages or levels.

This study was hinged on the theory of equity by Adam (1963). The central postulate of this theory is that proper management of staff invariably translates into enhanced productivity on their part. The structure of equity in the work place is based on the ratio of input (training) to outcomes (job performance). This theory is applicable to this study in that staff development program is the input organization need to give staff to enhance their productivity. Therefore, staff development involves well planned activities in terms of supervision and motivation to enhance teachers' job performance in order to achieve educational goals (outcome). Therefore, management of staff development by head teacher and other concerned education managers

must have the view to ensure that teachers are well developed so as to bring out the best in them for the attainment of educational goals.

Ekpoh, Edet and Nkam (2013) investigated staff development programme and secondary school teachers' job performance in Uyo metropolis, Nigeria. Staff Development Programme Questionnaire (SDPQ) and Teachers' Job Performance Questionnaire (TJPQ) was used to collect data for the study. Data collected were analysed using independent t-test statistic at 0.05 level of significance. The finding showed 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 method and evaluation of student's work. The study is quite related to the current study in that staff development is considered as an effective way of enhancing job performance of teachers. However, the study left a lot of gap in that it did not examine the need for supervision and motivation as critical factors necessary for staff development programmes so as to enhance effective job performance of teacher. The current study was carried out in Kwara State primary schools.

Statement of the Problem

Despite the fact that education managers are very much aware of the benefit of staff development in achieving educational goals and objectives, there are numerous problems that hinder staff development programmes in Kwara State lower basic schools, crucial among them are poor organisation, corruption, non identification of developmental needs, poor skills on the part of teachers and poor teachers performance. This study attempted to look at the influence of staff development programme on teachers' job performance in public lower basic schools in Kwara State.

Objectives of the Study

The objectives of the study are the following:

1. To determine the staff development programmes that are usually organised for lower basic schools in Kwara State.
2. To find out the relationship between seminars attendance and teachers' job performance in lower basic schools in Kwara State.
3. To find out the relationship between workshop attendance and teachers' job performance in lower basic schools in Kwara State.

Research Questions (RQs)

The following research questions were raised and answered in this study:

RQ₁: What is the extent of teachers' attendance at seminars in lower basic schools in Kwara State?

RQ₂: What is the level of teachers' attendance at workshop in lower basic schools in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

H₀₁: There is no significant relationship between teachers' attendance at seminar and teachers' job performance in lower basic schools in Kwara State.

H₀₂: There is no significant relationship between teachers' attendance at workshop and teachers' job performance in lower basic schools in Kwara State.

RESEARCH METHODOLOGY

The design adopted in carrying out this study was descriptive research design. This design was considered suitable for the study because it gives the researcher the opportunity of obtaining the opinion of sample population to infer the opinion of the entire population. The population of this study covered all the 14,216 teachers in lower basic schools in Kwara state. There are 1,406 functioning lower basic schools in Kwara State, which spread across the three senatorial districts of the state. Samples of 375 teachers were drawn from 30 public primary schools across the three senatorial districts by the use of Krejcie and Morgan (1971) table for determining sample size from a given population. Simple random sampling technique was used to select 375 teachers. This was to ensure that all categories of teachers were given an equal chance of being selected.

The instruments used for data collection were self designed questionnaire titled Staff Development Programme Questionnaire (SDPQ) and Teachers Job Performance Questionnaire (TJPQ). The instruments were validated by experts in the field. Chrobach's alpha was computed to determine it reliability and this gave an interval consistency of 0.86 reliability coefficient. The instruments for the study were administered personally to the teachers of the sampled lower basic schools. This method is deemed the best because it facilitated on the spot collection of the completed instruments. The data collected were analysed using Pearson Product Moment Correlation coefficient statistical to test the hypotheses.

DATA ANALYSIS AND RESULT

Data analysis for this study was done with reference to the research questions and hypotheses already formulated.

Table 1: Teachers' Attendance at Seminar and Teachers' job performance.

S/N	Seminar attendance	Agreed		Disagreed	
		Freq.	%	Freq.	%
6.	Attending seminar improved teacher classroom management skills.	300	80	75	20
7.	Attending seminar enabling teachers to improve their knowledge.	330	88	45	12
8.	Attending seminar provide a guide for teacher to be consistency with further learning activities.	253	67	122	33
9.	Attending seminar improved the incompetent teachers.	339	90	36	10
10.	Attending seminar improved teacher time management.	359	94	16	6

Total	1,581	84	296	16
Average	316	84	59	16

Table 1 showed that 80% agreed with the item description that attending seminar improved teacher classroom management skills. Majority 88% agreed with that view that attending seminar enabling teacher to improve their knowledge. Majority, 67% agreed with the view that attending seminar provide a guide for teacher to be consistency with further learning activities. Majority 90% agreed with the item description that attending seminar improved incompetent teachers. Also, 94% agreed with the view that attending seminar improved teacher time management. In summary, 84% agreed that attending seminar enhance teacher knowledge in lower basic schools in Kwara State.

Table 2: Extent of Teachers' Attendance at Workshop and Teaches' job Performance.

S/N	Workshop attendance	Agreed		Disagreed	
		Freq.	%	Freq.	%
6.	Participating in workshop build up teachers competencies in terms of dynamic learning.	362	97	13	3
7.	Participating in workshop facilitated teachers in discovering their clear objectives and application of new procedures in teaching.	310	83	65	17
8.	Participating in workshop gives teachers the opportunity to renew their knowledge.	340	91	35	9
9.	Participating in workshop help teachers to build integration of new skills.	352	94	23	6
10.	Participating in workshop help teacher in the transformation of classroom practice.	346	92	29	8
Total		1,710	91	165	9
Average		342	91	33	9

Table 2 revealed that, on the average, majority 91% agreed that workshop attendance help teacher to be expert in teaching in order to achieve educational goals in lower basic schools in Kwara State, about 97% of the participants agreed, that participating in workshop build up teachers competencies in terms of dynamic learning while about 83% of participant agreed that workshop facilitated teachers in discovering their clear objectives and application of new procedures in teaching.

Hypothesis Testing

The null hypotheses formulated to guide the study were tested, using Pearson Moment Correlation Statistic technique at 0.05 level of significance as follows:

H₀₁: There is no significant relationship between teachers' attendance at seminars and teachers' job performance in lower basic schools in Kwara State.

Table 3: Relationship between Teachers' Attendance at Seminars and Teachers' Job Performance

Variable	N	X	Sd	df	Cal-r	p-value	Decision
Seminar Attendance	375	9.19	3.37				
				748	0.90	0.00	H ₀₁ Rejected
Teachers' Job Performance	375	2.33	1.76				

Table 3 indicated there was a significant positive relationship between teachers' attendance at seminar and teachers' job performance, $r(375) = 0.90$, $p < 0.05$. The hypothesis that there was no significant relationship between teachers' attendance at seminar and teachers' job performance in lower basic schools in Kwara State was, therefore, rejected.

H₀₂: There is no significant relationship between teachers' attendance at workshop and teachers' job performance in lower basic schools in Kwara State.

Table 4: Relationship between Teachers' Attendance at Workshop and Teachers' Job Performance

Variable	N	X	Sd	Df	Cal-r	p-value	Decision
Workshop Attendance	375	9.33	3.41				
				748	0.89	0.00	H ₀₂ rejected
Teachers' Job Performance	375	2.26	1.72				

Table 4 indicates that the Pearson product moment correlation test revealed a significant positive correlation between teachers' attendance at workshop and teachers' job performance in lower basic schools in Kwara State, $r(375) = 0.89$, $p < 0.05$. The hypothesis that there was no significant relationship between teachers' attendance at workshop and teachers' job performance in lower basic schools in Kwara State was, therefore, rejected.

Summary of the Findings

This study comes up with the following findings:

1. There was a positive and significant relationship between teachers' attendance at seminar and teachers' job performance in lower basic schools in Kwara State.

2. There was a significant relationship between teachers' attendance at workshop and teachers' job performance in lower basic schools in Kwara State.

Discussion of Finding

This finding investigated the relationship between staff development programme and teachers' job performance in lower basic schools in Kwara State.

The findings of hypothesis one revealed that there was a significant relationship between teachers' attendance at seminar and teachers' job performance in lower basic schools in Kwara State. This meant that the hypothesis which stated that there was no significant relationship between teachers' attendance at seminar and teachers' job performance in lower basic schools in Kwara State was rejected. This implied that the way teachers attend seminar regularly serves as an indicator of effective job performance in lower basic schools in Kwara State. The findings supported by Ekpoh, Edet and Nkam (2013) who strongly maintained that staff development can be seen as a tool to improve teachers' job performance in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of students work.

The findings of hypothesis two revealed that there was significance relationship between teachers' attendance at workshop and teachers' job performance in lower basic schools in Kwara State. This meant that the hypothesis which stated that there was no significant relationship between teachers' attendance at workshop and teachers' job performance was rejected.

Conclusion

This finding of this study shown that teachers and should continue to attend seminar regularly in lower basic schools so as to correct deficiencies as a prerequisite for effective job performance. Also teachers should continue to attend workshop on the development of teaching professional in order to achieve educational goals.

Recommendations

- (1) Teachers should continue to be giving opportunity to attend seminar regularly in lower basic schools by providing a guide to be consistency with further learning activities, improve classroom management skills, as well as improve the incompetent teachers.
- (2) Teachers should continue giving opportunity to participate in workshop in lower basic schools by providing a guide to facilitate teachers in discovery clear objectives of lesson and application of new procedure in teaching, build up competency in terms of dynamic learning as well as opportunity to renew their knowledge.

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