

**STAFF DEVELOPMENT PROGRAMMES AND TEACHERS'
EFFECTIVENESS IN SECONDARY SCHOOLS: A CASE STUDY OF
IBADAN SOUTH EAST LOCAL GOVERNMENT AREA OF OYO
STATE**

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CERTIFICATION

I certify that this study was carried out by OGUNMAKIN TEMILOLU AMOS under my supervision in the Department of Educational Administration and Planning, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria.

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DEDICATION

This work is dedicated to God Almighty, and to my late father Elder Ogunmakin, Joel Ayanfe of blessed memory, who made me to experience ease in the course of typing this project by providing me with a laptop a week before his departure to eternity.

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ABSTRACT

This study investigated the impact of in-service training programmes on students' academic performance, examined the effect of part-time and full-time training programmes on teachers' teaching methods, determined the modes of training adopted by the various schools in training their teachers and also examined the impact of in-service training programmes on teachers teaching methods in the classroom. This was with a view to finding out the impact of staff training and development programmes on teachers' effectiveness in secondary schools in the study area.

Survey research design was employed for the study. The target population of the study was teachers working in the secondary schools of Ibadan South East Local Government Area of Oyo State with a sample population of 150 teachers who were randomly picked from 393 teachers in the 49 secondary schools of the local government. Questionnaire was employed in the collection of the data while the data collection was done personally in 14 secondary schools. The methods used in analysing the data were Chi-square, T-test and Anova.

The findings showed that in-service training programmes had contributed tremendously to students' academic achievement with a significant value of 0.002, which is less than 0.05, the critical alpha value. The full-time and part-time training programmes had influenced positively the teaching methods of teachers with a significant value of 0.079 which is greater than 0.05, the critical value. It was also found that in-service training programmes had positive impact on teachers teaching methods in the classrooms with a significant value of 0.434 which is greater than 0.05 the critical value.

It was therefore concluded from the findings that staff development programmes designed for the development of Nigerian teachers are fundamental and germane because of the impact on students' academic performance, and teachers' teaching methods in the classrooms.

CHAPTER ONE

INTRODUCTION

Background to the Study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world. Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The Principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and socio-economic productivity.

Staff development programme is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. It helps staff in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants {paraprofessionals}. These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-validated strategies; and help teachers meet their license and salary differentials.

Staff development programmes can also be referred to as the processes, and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers.

It was found by a researcher that head teachers were well trained as teachers, but not as school managers. The training given to head teachers when training as teachers is inadequate to prepare them for leadership roles. As observed by Kyeyune (2008), there is a gap in leadership training to prepare head teachers for their roles. Given the education reforms and the many challenges, which come with the reforms, educational leadership is increasingly becoming a big concern. Secondary schools today are faced with challenges that emphasize the demand for effective leadership.

Such head teachers do not just require training in general education administration, but specialized training which is capable of imparting the necessary management and leadership skills. It is clear from past studies that the head teachers are not able to improve school performance unless they are equipped with certain knowledge, intellectual, social and psychological skills.

It was discovered that head teachers do not receive induction on appointment. There is therefore a need for a continuous professional development programme for the academic staff such as the school principals, vice principals, head teachers and subject teachers. For example: head teachers play many roles and for them to fit the profile of principals that Kyeyune, (2008), describes as change agents, they must not only manage but lead. For any reform to succeed, head teachers, as gatekeepers, must be up to the task and hence the need for continuous professional development in order to promote teachers effectiveness in class. Several studies had proffered solution to a review of the curriculum for the training of teachers so that sufficient attention is given to management and

leadership skills. The need to review the training curriculum is precipitated by the existing gap between theory and practice. Through practice and observation of schools the researcher established that some head teachers who made efforts to accumulate qualifications and certificates, had no significant improvement registered at the schools they were heading. This implies that either the knowledge acquired was not relevant to the situation on ground or there was a failure to translate the theoretical knowledge into practice. All the teachers are potential leaders (future head teachers). Ministries of Education and the universities in liaison with the teacher training colleges should therefore undertake the review of the said curricula.

It has also been observed that universities which train teachers and head teachers, for that matter are detached from the schools which are the point for delivery of the services of the products from the universities and training colleges. The training institutions cannot abrogate their responsibilities when their products are found wanting and cannot deliver quality work. For Kajubi (1992) however, he submitted that “the quality of the education system cannot be better than the quality of its teachers”.

Mkpa (2002) suggested innovations in the in-service programmes in Nigeria to include:

1. **Mentoring:** This is a strategy in which highly experienced teachers in a school are assigned a number of less-experienced ones to serve as their mentors or professional guides. This is like the Peer In-Service Approach (PISA) which is a self-help in-service approach that drastically reduces the cost of financing

training programmes for teachers within local government areas; thus, the services of good/experienced teachers is utilized to up-date other teachers in neighbouring schools in the same area (United Nations Educational, Scientific, and Cultural Organisation UNESCO, 1997:30-31).

2. Peer-Tutoring: In this, a colleague approaches the other to obtain or seek professional assistance or guide on any aspect of his/her discipline where he/she is defective. In this way, the area of professional competence of each colleague benefits the other eventually leading to each member of staff growing academically and professionally.
3. Subject Lead-Teacher Approach: A Senior Teacher of the same subject leads the other teachers, overseeing all curricular programmes associated with that subject.
4. Cluster Lead-Teachers Approach: Teachers in selected schools in a Local Government Area (five or less schools) come together to share experiences in certain subjects. A very good teacher in a particular subject leads the others. This cluster enhances mutual assistance among them, hence self-improvement without necessarily going to any training institution.

In addition to the above strategies, the different subject-teacher and discipline associations' conferences, workshops, and seminars should be encouraged on local government, state and national bases. Usually, at these gatherings experts should be invited to give talks after which the topics can then be elaborately discussed by all members.

The next characteristic is horizontal integration, which means linking education and life. Teachers and student teachers need to be made aware that much education takes place in the society outside the formal sub-system. This awareness will enable teachers integrate or link up the school education with that of the out-of school. This integration involves bringing the society into the school and also bringing the school into the society. For instance, relevant resources in the society should be brought into the school to bring more reality and boost classroom teaching. Workshops, arts galleries, agricultural establishments and industrial set-ups in the society should be used to interact with the formal school teaching. Students' practical teaching exercises should not be restricted to the formal classrooms, but should be extended to the out-of-school settings. Thus, the teachers will link school education with life in the broader society.

The third characteristic is pre-requisites for learning. This refers to having the disposition to continuing to learn or learning-how-to learn so as to enable one to be an autonomous learner. Aghenta (1992) recommended the Nigerian Teachers Institute (NTI) model of distance education with the students reporting to their teachers every weekend.

Emphasis should be placed on the use of the library and news media (print and electronic) to acquire knowledge. Continuous assessment and self-assessment should be stressed so as to enable students monitor their achievements while undertaking independent educational pursuits.

Teachers are expected to play new roles as part of the systemic reform efforts. Teacher professional development needs to provide opportunities for teachers to explore

new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. It is important that educators, parents, policy makers and the general public should understand the new expectations of teachers, the new roles and responsibilities, and current definitions of professional development. Recognition by the entire community of the complex nature of the changes needed is the first step in building the necessary support to ensure that teachers can fulfil their crucial role in systemic reform.

However, schools are bureaucratic, and hierarchical; teachers are isolated from one another and have learned to work alone; principals usually have not been asked to support teamwork; leadership has been linked only to formal roles. Professional development (PD) has relied upon a deficit model in which an expert imparts knowledge and information to teachers who are assumed to be deficient and who need outside experts to teach them new modes of working with students. PD requires systemic reforms, changing both structures of schools and the norms and practices within them. According to Fullan (2001), the change process involves four levels, namely active initiation and participation, pressure and support, changes in behaviour and beliefs, and ownership. Without understanding the complex nature of the changes required, and without creating professional development opportunities for teachers and others, school communities can end up adopting innovation after innovation without seeing any permanent improvement in the achievement of school goals. The design, implementation, and evaluation of professional development must therefore ensure attention is given to all

phases of the change process. Reform efforts that do not focus on teacher acceptance may fail. Therefore, staff development programme must shift its emphasis from working on teachers to working with teachers toward improvement of teaching and learning for all students.

In the context of Nigeria, teacher professional development refers to the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of his/her duties. Organizational mechanisms are the mechanisms for monitoring continuous development of the teacher. These may take the form of planned and scheduled short term training programmes and seminars aimed at meeting various professional needs of the teaching force. Practices, on the other hand, include the formal mentoring programmes developed in situations like e.g. advice that the teacher gets from the head teacher, ward education officer. Other forms of practice are the meetings held at school level and at cluster level with the purpose of reviewing and reflecting on practice on a regular basis. Establishment and effective utilization of Teachers Resource Centre is an important element in the professional development of teachers. This fact is supported by scholars such as Kruse and Luis (1997) as well as Quinn and Restine (1996) who argued for an interactive, on-the job coaching and mentoring approach to teacher professional development because it is cost effective.

Training can be organized in small school clusters and qualified senior teachers or university lecturers are invited to these clusters to serve as trainers and mentors. Such

formal arrangements for professional development need to be supported by informal practices like team teaching and the sharing of experiences and educational resources among teachers, which greatly contribute to self- improvement. This approach has the advantage of stimulating healthy debates about various reform measures and innovations and encouraging collaboration, peer coaching, inquiry, collegial study groups, reflective discussion and action (Pounder, 1999).

Using the Interactive systems model, teacher professional development is a function of the interaction between and among five key players or stakeholders. These are the ministry responsible for teacher education, universities, schools, the community and the teachers themselves. The Ministry of Education and Vocational Training is responsible for providing policy and financial support for teacher professional development. Universities and Teacher Education colleges are responsible for providing training, conducting policy oriented research and providing relevant literature and materials to support teachers in schools. School management on its part is supposed to provide support to the teacher on a daily basis through advice, supervision, monitoring and evaluation of the teaching and learning activities. The community through the school committee is responsible for supporting teacher professional development by providing the necessary resources in the budget. The teacher is responsible for being proactive in seeking for opportunities for his or her own professional development.

The Rogan and Grayson (2003) model of professional development, suggested that programmes for upgrading of teachers from one grade to another do not qualify as

teacher professional development. However, elements of professional development exemplified by the formal practices and informal practices initiated by teachers and their head teachers at school/ward level were noted which need to be nurtured and supported by all education stakeholders.

The aim of staff development programmes is to keep the staff up-to-date on the latest development in their fields, and enable them “brush up” their skills. It is the most effective training available to middle-level and top executives in the country. The purpose is to allow a member of staff supplement his/her basic knowledge and allow for an improved performance in the ways services are delivered. It is gratifying to note that the Federal and State governments of Nigeria are aware of the immense benefits derivable from staff development programmes.

In Nigeria for instance, there are such institutions as:

1. The Centre for Management Development
2. The Nigerian Institute of Management
3. National Institute for Strategic and Policy Studies, Kuru, Jos
4. Administrative Staff College of Nigeria (ASCON).

Hence, any staff development programme should be able to motivate, and help improve the role perception of staff and also develop a proper attitude in them toward the public. It is clear that the need for adequate staff development programmes for teachers Nigeria has become obvious since two decades when they are getting conscious of it.

When teachers are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economy and social change agents in the society, but also to impart values, ideas, attitudes and aspirations important for natural development.

The straightforward linkage between education and staff development programmes is therefore the improvement of labour skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit their potential positively.

Thus, this study becomes important to address key issues such as staff/teachers development programmes in Nigeria context, to know how effective it is, how it has been affecting the service delivery of teachers and the positive impact this can have on the academic performance of secondary school students in Nigeria.

Statement of the Problem

The effect of staff development programmes on the job performance of teachers is worth investigating when one looks at the overview in the background of this study. Thus, if in-service training fails and do not succeed, Nigeria may experience set back in her social and economic development. Indeed, there is an urgent and desperate need for the organization of efficient and effective staff development programmes in Nigeria. The caliber of many teachers working in the public and private secondary schools in Nigeria

is nothing to write home about. They are usually inefficient in the performance of their duties.

Many schools that organize staff training programmes in the country do have a wrong nomenclature that staff development programmes require placing few people with high potentials in a training programme while ignoring the rest of the staff. It is of course difficult to identify the potential of prospective teachers, but to rely on a few trainees is also risky. It is even more risky when the trainees are selected on the basis of friendship or kinship with executives without regard for capabilities. Apart from this, the academic performance of secondary school students has also been disappointing. Many students who enroll for West African Examination Council (WAEC) and National Examination Council (NECO) respectively in Nigerian secondary schools do perform woefully. Hence, it has been discovered that lack of efficient and skillful teachers have been the reasons behind this sordid performance.

This study is however imperative in order to determine the impact of staff/in-service development programmes on teachers effectiveness in the classrooms and how this can affect the academic performance of students in the secondary schools in Nigeria.

Study Objectives

The following objectives will be discussed in order to tackle the identified problems above. They are as follows:

1. To investigate the impact of in-service training programmes on student's academic performance.

2. To examine effect of full-time and part-time training programmes on teachers' teaching methods in the classrooms.
3. To determine the various modes of training programmes (full-time and part-time) adopted by the secondary schools in Ibadan South East Local Government Area of Oyo State in training their teachers.
4. To examine the impact of in-service training programmes on teachers' teaching methods in the classrooms.

Research Questions

1. What is the impact of in-service training programmes on students' academic performance?
2. What is the impact of in-service training programmes on the teachers teaching methods in the classrooms?
3. What effects do the various modes of training programmes (full-time and part-time) have on teachers' teaching methods in the classrooms?

Hypotheses

For the purpose of this study, these assumptions can be established:

H₀1. There is no significant relationship between in-service training programmes and their contribution to students' academic performance.

H₁2. There is significant relationship between the modes of training (full-time and part-time) and teachers' teaching methods in the classrooms.

H₁₃. There is significant relationship between in-service training programmes and teacher's teaching methods in the classrooms.

Scope of the Study

This study investigated the impact of staff development programmes on the effectiveness of secondary school teachers in Ibadan South East Local Government Area of Oyo State. The researcher selected this local government for research purpose alone and no ulterior motive in the selection of the said Secondary Schools in Ibadan South East Local Government Area of Oyo State.

Significance of the Study

This study is significant for three reasons: first, findings will add to the current body of knowledge and debates about the concepts of staff development programme and teachers teaching methods.

Secondly, findings will make contributions to policies of government that will encourage in-service training programmes in our secondary schools for improvement in the teachers teaching methods. Thirdly, findings will account for the impact of teacher's in-service training programmes on the academic performance of secondary school students in Nigeria.

OPERATIONAL DEFINITIONS OF TERMS

Staff Development

Day (1999) sees staff development of teachers as a process by which teachers review, renew and extend their commitment 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. Leithwood (1992) 'multidimensional description of staff development' incorporates three dimensions: the development of professional expertise; psychological development; and career-cycle development. It also appears to be a process involving the generation of ideas that may be applicable to teaching; trying out these ideas; discussing in collegial contexts the viability and implications of the ideas as they emerge as potential practice; and, adopting new practices that emanate from the ideas.

Teacher

Majasan (1995) defines a teacher as one who teaches (especially with young ones), builds up, instructs, trains and guides them for healthy growth and stable adult life. The teacher is also someone who instructs others or provides activities, materials and guidance that facilitate learning in either formal or informal situations. His job goes beyond teaching into moulding young lives, guiding youth, motivating students and general character – training.

A teacher can however be viewed as one whose profession includes teaching, instructing, imparting knowledge and innovations, and guiding learners to pass through the learning process.

Teacher's Effectiveness

It was recommended by some crop of scholars that all evaluations of teachers should be based on information about teacher effectiveness but they however noted that “because direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or teacher performance”. Hence, effective teachers must target consistently goals which either directly or indirectly focus on the learning of their students. Teacher's effectiveness could also be seen as a degree to which a teacher achieves the desired effects upon students. Thus, for a teacher to be competent, he must therefore possess the requisite knowledge and skills in the process of teaching.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The literature review is seen as an essential step in research activities, that is, it is very important. It is a systematic analysis of documents containing information about the problem being studied. However, the review of related literature will be discussed under the following themes respectively:

- Introduction to Staff Development Programmes
- Importance of Staff Development Programmes
- Staff Development Programmes and Capacity Development
- Indicators of Staff Development
- Staff Development Programmes as a Motivational Strategy
- Creating a Staff Development Programme for All Staff
- Teachers' Perception of Staff Development Programmes
- Staff Development Programmes and the Use of ICT

Introduction to Staff Development Programmes (SDP)

Staff development programme has been seen 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). After acquiring the necessary know-how, a teacher 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-modelled and stale.

Staff development has been emphasized through the participation of members of staff that is teachers of secondary schools in the process of curriculum change. Effective curriculum design has to be set not only in the context of the needs of students and other stakeholders such as their future employers but also in terms of what is deliverable from an academic staff point of view. Teachers are themselves major stakeholders in secondary school education, and of course, any successful change must always involve both their willing cooperation and investment in staff development programme activities.

It has also been suggested by some crop of scholars that the education of the teachers should be made continuous, obligatory and undertaken at different periods. Thus, well-designed staff development programmes could help to revitalize the practicing teacher, hence the need for continuing education of the practicing teacher.

Staff development programme is wider than just a situation in which after the appointment of a teacher the task of the development of such a teacher has to be shifted

to the head and senior teacher who will enable the person concerned developed in ways by which he or she will be enhanced to undertake a new role, building on from previous experience and using appraisal as a means of identifying emerging needs. Thus, a school needs to have a staff development plan to enable teachers meet the demands of the school development plan which will include the many demands coming from the National Curriculum and other national initiatives. School managements of different secondary schools in Nigeria need to be ready to help their teachers articulate their voice as a way of constructing and reconstructing the purposes and priorities in their work, both individually and collectively through staff development programmes.

For years, people have tried to solve the challenge of secondary schools that are performing woefully. Some of them believed that if educators are given a magical description, students would learn successfully. They viewed the current problems in schools as technical problems in other words, give teachers knowledge and skills and schools would get better.

However, for there to be qualitative education in Nigeria where the system of education is very poor, public and private secondary schools springing up who tend to be having many unqualified and in-experienced teachers in their employment need to train and re-train their teachers in order for them to become useful to their schools and also for a positive student academic performance.

The school management needs to set down such objectives that will expose serving teachers of various secondary schools to the content and most modern

methodologies of teaching all school subjects. This will make them prepare for new roles as Headmasters/Headmistresses, Principals, Supervisors, Administrators, Senior Inspectors, Counsellors and so on. For serving workers who have to work in new areas at new levels with different types of students, there is need for them to engage in staff development programmes such as in-service training programmes which will give them necessary confidence and make them avoid trial and error.

Teachers with out-dated teaching techniques, sub-standard knowledge of subject-matter and former teachers returning to teaching after a prolonged absence also need to update their knowledge through orientation and other staff development activities. This will create avenues for them to make up for their deficiencies in the area of newly-introduced subjects in the school curriculum like Integrated Science, Social Studies, Computer Science, Record Keeping, Caring for Special Children, First-Aid Education, Population and Gender Studies, HIV/AIDs Education, etc which enable improvement academically and professionally at lesser cost to them and at little or no cost to government. Teachers need to work together through staff development programmes such as conferences, seminars, workshops, and study groups in areas of common interest in order to enhance their professional growth and competences. Gutek (2007), defined conferences, seminars, and workshops as a meeting on specialized subject area and often held in a day or more to discuss a topic of interest relevant to the organisation. Adeniji (2002), sees this method as one planned for a management team to discuss new techniques and concepts that are about to be introduced into an organisation. It is

important for Nigeria secondary schools to organise in-service training, seminars, conferences and workshops for their staff each year.

Through the decade, certain characteristics such as working collaboratively, reflecting on practice and structuring teaching to meet learners' needs are missing from teacher education programmes and the gap is wide between what new teachers should know and be able to do, to teach effectively and the results of the pre-service training. The beliefs and thinking of teachers can also affect the professional learning that teachers do as they work to improve their teaching. That acts as mirror through which teachers can adopt educational innovations, such as Information and Communication Technology (ICT), in which they will need to think in new ways about students, subject matter, and the teaching- learning process. Such staff development programmes take account of teachers' thinking about teaching and learning generally as well as their attitude towards the use of ICT. This will include an explicit focus on teachers learning and development of professional knowledge, opportunities for teachers to examine their thinking and beliefs about teaching and learning and opportunities for teachers to construct their own knowledge in an environment that supports and encourages risk taking and reflection.

Hence, teaching is a life-long learning profession which will demand that teachers should be at the forefront of learning due to the ever dynamic and changing nature of the school needs, student needs, societal needs and the development of professional practices. Staff development programme is of course a continuous process which must last for the duration of the career of committed and dedicated teachers.

Importance of Staff Development Programmes

The importance of staff development programmes for teachers cannot be overemphasized. To teach is a life-long process of learning which cannot be underestimated. With the quality of the pre-service education which is poor, opportunities for continuous improvement on this weak background need to be provided. There is need for expansion in knowledge everyday where facts are changing hence the teacher has to be kept abreast of developments in knowledge in his/her subject area as well as in the methods of teaching. Thus, continuous staff development programmes to update the teachers in both content and methods of teaching is crucial for the school system to keep good teachers and sustain quality education.

It should be noted that sufficient staff development programme opportunities for secondary school teachers are not available in Nigeria. As observed by Fullan (1993) for Africa, "teachers and teacher educators do not know enough about subject matter, they don't know enough about how to teach, and they don't know enough about how to understand and influence the conditions around them. Above all, teacher education - from initial preparation to the end of the career - is not geared towards continuous learning". This shows us that there is still more to be done in public and private schools if teachers' training and retraining is considered a fundamental right for the secondary school teachers. Workshops and seminars to update knowledge and improve the skills of teachers in their subject areas must be adequately catered for, especially whenever a new curriculum is introduced. This will acquaint them with the new procedures, new

communication systems, new topics or subjects, new policies, etc. A workshop or seminar may be for one, two or three days and may extend to two or three weeks. In such a programme, professionals (resource persons) from outside especially from universities and or ministries of education can come to present papers and answer questions posed by participants. Such a programme may also be domicile in school premises or at a designated out-of-school venue. Many times the organizers of such a programme may give pre-programme tests 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. Reports generated from such exercise hence will be useful for planning and policy purposes.

Staff Development Programmes and Capacity Development

Capacity development according to Bolge (2000) consisted of numerous definitions, each reflecting a particular bias or orientation. Some researchers describe capacity development as an approach or process of targeting the development of individual or organizational capacity. This is known as development objective. Capacity development is the process by which individual groups, organizations, institutions and societies increase their abilities to perform functions, solve problems and achieve objectives; to understand and deal with their development need in a broader context and in a sustainable manner. Capacity development is fundamentally about change and transformation- individual, organizational, and societal. While it is purposeful in its orientation, it is not likely to be linear, and easy or free of conflict. It is also about value-

‘whose capacity’ is to be developed, and for what purpose? It also relies on learning and adapting behaviour, which requires openness to the lessons of experience and the flexibility to modify approaches as required. Capacity development is geared at enhancing, or more effectively utilizing skills, abilities and resources, strengthening understandings and relationships and addressing issues of values, attitudes, motivations and conditions in order to support sustainable development. The teacher plays a central role in the actualization of educational goals as well as ensuring the survival of the entire education system (Morgan, 2004). Nigeria has always acknowledged the crucial role of teachers towards the successful delivery of any educational process. This is seen as the key to social and economic development of any nation.

According to Ejieh (2009) he opined that in order to meet the requirement for the universal basic education scheme (which will ultimately lead to the attainment of the second Millennium Development Goals MDGs i.e. the universal primary education), Nigeria needs about 40,000 teachers to cater for the rise in the number of schools as reported in many states. Ejieh (2009) posited that, for teachers to be effective, they must be products of well designed quality teacher education programmes otherwise, the nine years of free and compulsory education provided for in the Universal Basic Education Act (UBE) could amount to nine years of mere attendance.

Many researchers have highlighted the need for adequate provision of quality teachers for the successful implementation of UBE. For instance, Adebimpe (2001) opined that for the UBE to succeed, adequate provision should be made to produce

sufficient qualified teachers and make them relevant within the limit of their area of specialization.

Indicators of Staff Development

There are a number of indicators of staff development. They include in-service training, information and communication technology (ICT) training, collaboration (that is exchange of staff) and frequency in attending workshops etc. This implies that a practicing teacher must frequently up-date his/her knowledge in a dynamic world of ours to be relevant in the profession. An obsolete teacher loses touch with realities of life and will gradually lose his/her status as a professional teacher.

Staff development programmes need to be organized to help professional teachers update and maintain their status. Staff development training provides the platform for practicing teachers to refresh their knowledge, to improve their competencies and to bring about attitudinal change in their outlook towards educational issues in the country. Despite these advantages, teachers in private and public schools are not given the chance to benefit from in-service training. In a knowledge and technology driven society like ours, ICT training is also paramount in upgrading the knowledge of the teacher and giving teaching a professional status. Stakeholders must however encourage training and retraining of teachers in ICT. This would enable teachers to update learning materials easily and deliver lecture virtually any place. It will also facilitate interaction between the learner and the teacher, thus producing well refined graduates who would in turn contribute meaningfully to national development. Unfortunately most teachers in Nigeria

have low knowledge in the use of computer and internet facilities. More will be discussed on this later.

Collaboration also enhances teachers' growth and development. Collaboration here entails working with others for effective teaching and learning. It includes exchange of staff, ideas and development of new approaches to teaching and learning. Collaboration supports staff development in the teaching vocation; it could lead to more thoughtful and effective teaching within the classroom. School administrators/management should encourage exchange of staff for the cross fertilization of ideas and greater coherence of courses and standardized grading system. This practice is very rare in Nigeria, especially in our secondary schools; it is only obtainable in some tertiary institutions.

Frequency in attending workshops is also an indicator of staff development. Workshops are meant to upgrade teachers knowledge and for sharing of ideas. The reality of this in Nigeria is that government hardly organizes workshops for teachers, and where they do, favouritism popularly known as "man-know-man" determines beneficiaries. Consequently, participant who have nothing to do with such workshops are found attaining.

In summary, in-service training, collaboration, workshops and ICT training should be encouraged by government and school management of our different secondary schools for teachers. These would enable amateur teachers to be professionals as well as upgrade the knowledge of existing professional teachers.

Also, Seminars and conferences should be organized to reorient leaders and members of teachers unions at all levels to stop discriminating against themselves. This is because; “teaching house” is divided against itself. The secondary school teacher regards his/her self above the primary school teacher. Similarly, those in tertiary institutions do not see teachers in primary and secondary schools as people in the same trade or vocation. It is therefore imperative that teachers at all levels put on a common front to ensure that staff development programmes is geared towards effective teaching in our classrooms in Nigeria secondary schools.

Staff Development Programmes as a Motivational Strategy

Staff training and development programme is one of the important motivational strategies that could be used to enhance teacher’s effectiveness in the school system. Teachers in the school influence in no small way the quality of educational output and are important indicators of efficiency. Their training and level of development influences the educational outcome and quality delivery. This development and training could be acquired through teacher education in pre-service training, in-service training, on-the-job training, workshop training, e.t.c.

Fadipe and Ojedele (1999) giving analysis of teacher training and utilization for quality education in Nigeria observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip them with teaching techniques/methodologies; indeed the need for well-trained and quality-oriented teachers given the present state of the

educational system and the need to ensure quality educational programmes and training for teachers in Nigeria calls for precipitation. Teachers training and development stands to increase teachers intellectual and professional background; produce knowledgeable, competent and effective teachers capable of inspiring children to learn; produce academically and professionally sound and highly motivated conscientious and dynamic breed of teachers; and enhance teachers commitment to their work.

Edem (1982) opined that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education which of course may have adverse effect on students' academic performance. In-service training contributes to the staff improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well-trained and motivated teachers; this is because they are generally expected to contribute to the improvement of the society and to participate in its activities.

Ejiogu (1990) defined staff development as all the programmes designed for the continuing education of the school personnel which enhances both the efficiency and effectiveness of all those involved in the teaching – learning process and influences their performance by enabling them contribute their very best within the school programme.

Frediksson (2004) emphasized that teacher development is a key guarantee of quality education. Reviewing some factors affecting the academic achievement of school

children, he concluded that in developing countries, the influence of school variable like the education of teachers, is of greater importance and studying the quality of primary schools in four developing countries showed that the quality of teacher was one of those factors which made a difference between high and low level performance schools.

To ensure the best possible quality in the teaching workforce, the policies implemented by the government must take into consideration the interplay of certain critical variables that influence teachers' career one of which is staff development programme. Teachers should be given both local and international scholarship to upgrade and update their knowledge and skills in order to influence changes in students. They should be encouraged to further the spirit of enquiry and creativity and assisted to fit into the social life of the community and society at large. By way of motivation which can come through staff development programmes they will be able to enhance their commitment to the profession.

Creating a Staff Development Programme For All Staff

Staff development programme covers all aspects of the life and work of the school. Obanya, (2009) gave an illustration of a life path story of two identical twin brothers. Both were at the same starting point educationally and both read the same course and graduated in the same year. One chose teaching as a career and the other marketing. Ten years later, they both occupied responsible positions in their respective careers. But, in terms of personality they were no longer identical. The teacher - as a result of limited exposure to the world outside and in view of limited opportunities for

professional growth – has become timid and less knowledgeable whereas the marketer has become more knowledgeable and more self confident as a result of the opportunities offered him for continuous self development. While many professions provide for compulsory continuing education, teachers hardly undergo any form of in-service training after the initial certification (Ezekiel-Hart, 2003). This is a situation whereby teachers are encumbered with obsolete skills and knowledge in a knowledge-driven world doubtlessly will inflict havoc on their psyche. Thus, there is urgent need to create an avenue for a staff development programme that will cater for all workers in our secondary schools.

Teachers' Perception of Staff Development Programmes

Perception is the process by which organisms interpret and organise sensation to produce a meaningful experience of the world (Lindsay & Norman, 1997). Perception plays a very important role in organization because people's actions are based on their perception of what truth is, not on the truth itself. Their decisions might be biased or might be taken under pressure. We are living in a changing world where change itself is constant, therefore there is need for secondary school teachers in Nigeria to be trained and retrained regularly as the case maybe so that their content, method and instructional materials will not turn obsolete. Although research has documented the urgent need for training and retraining of teachers as tool to realizing the goals of the Millennium Development Goals and a useful approach to achieving this is through in-service training, workshops and seminars. The teachers may not benefit much if their perception of such

training efforts is not positive. The importance of teachers' perception in their productivity and performance has been earlier stressed. Given the importance of the Universal Basic Education programme to the Nigerian Nation and the volume of financial investment, there is the need to periodically assess the perception and attitude of implementers (the teachers) to each of the components of the programme if the success of the programme is intended. One of such component is their own on-the-job training. This is important because if the teachers did not have the right perception of this component of the UBE programme, all the investment in this area could be wasted. Although, if such dislocation is detected early, other approaches may be designed to overcome the poor perception. Also if the perceptions are good, areas needing review, revision, improvement or complete excision may be discovered.

Staff Development Programmes and the Use of Information and Communication

Technology

Studies into teacher's use of ICTs have identified staff development as one of the contributing factors to the effective use of ICTs in the classroom. McCarney (2004) gave a report on an investigation into effective staff development in ICT for teachers. A sample of Scottish primary school teachers was surveyed to investigate the impact of different models of staff development in ICT on the teacher and to explore the knowledge and skills gained by teachers from staff development: technical; academic/content-related; and pedagogy. The results showed the need for a much greater emphasis to be placed on the pedagogy of ICT. Secondary school management need to put interest in this by involving their staff in the continuing professional development most especially in the area of the use of ICTs. Teachers who engaged ICT have well-developed ICT skills and have seen ICT as an important tool for learning and instruction. They value collaborative working, enquiry and decision making by students. There is a clear distinction between teachers who engage in staff development programme in ICT resources when handling a particular topic and those who choose resources merely to present pupils' work in a new way, without any direct application to the topic. The evidence shows that when teachers use their knowledge, both the subject and also how students understand the subject with their use of ICT have more direct effect on students' academic performance. The factors which were

found to be most important to these teachers in their teaching were: making the lessons more interesting, easier, more fun for them and their pupils, more diverse, more motivating for the pupils and more enjoyable through their knowledge of computer which they that is the teachers derived from their participation in staff development programme. Additionally, more personal factors were improved in the presentation of materials, allowing greater access to computers for personal use, giving more power to the teacher in the school, giving the teacher more prestige, making the teachers' administration more efficient and providing professional support through the Internet. Gray and Souter (2003) in a study of secondary science teachers use of ICT conducted in America focuses on the data from one aspect of the use of ICT in secondary subject areas, and the perceptions of teachers in these areas. A comparison of science teachers' perceptions is made with teachers from other disciplines. Although the responses of biology teachers could be analysed yet the numbers were quite small overall so a general view is taken across the three science disciplines of biology, chemistry and physics. Examination of the data indicated that, relative to other subject teachers, science teachers came out positively with regard to use of and confidence in ICT. However, in absolute terms although the availability of computing facilities was reportedly quite high but the actual level of use was quite low. In addition, where level of use was higher, it was with regard to a rather narrow range of applications, particularly word-processing. Little was reported in the way of pupil

use of ICT in science classes. Although there appeared to be an awareness of the potential for ICT in science, teachers indicated that they did not see the introduction of ICT radically changing the way in which teaching took place, nor changing the teacher-student relationship. Science teachers were reasonably confident in their use of ICT but felt that they needed much more in the way of support and staff development to maximise their use of ICT in the classroom.

The use of information and communication technologies such as e-mail, fax, computer and video conferencing have made it possible to overcome barriers of space and time, and opens new possibilities for learning in that part of the world. Thus, there is the need of the use of such technology and the need to encourage our secondary schools in Nigeria to start thinking along that line with the belief that can only be possible by introducing an effective staff development programme activities where there will be an extensive training on the use of ICTs. Of course there is now a very minimal awareness regarding the potentials of ICTs in learning. Few private and public secondary schools in the country are still infusing ICT into their teaching activities. This race has become rather dramatic because the students seem to be leading the teachers in e-capabilities. The computers and Internet facilities in the homes of the affluent students complemented by the cybercafé proliferating the entire country have provided hundreds of thousands of Nigerian secondary school students an unprecedented opportunity to join millions of their colleagues around the globe to surf and

navigate. Meanwhile, it is germane to emphasize that ICT now has far reaching implications in teaching and learning at the secondary school level in Nigeria. There is the need for the teachers themselves to now perceive its usefulness. The fact is that it's not every teacher in the country today that is now applying the use of ICTs during the lesson. The need for further development and use among teachers particularly at the secondary level is highly necessary. In the light of this therefore, it is recommended that school management, government and employers of teachers and teachers themselves should take advantage of the several on-going in-service training on ICT by participating with enthusiasm and partnering with organizers to expand the tenure of such training or workshops in order to improve their teaching skill. The school principals and proprietors of schools really need to put up effort in providing ICT equipment in their schools. It would be an added advantage if the ministries of education and local government education authorities can provide computers, Internet and other ICT infrastructure in all the government own schools with a the vision that they will also provide opportunities for these teachers to be trained on the uses so as to encourage teachers to use them. Teacher training and staff development oriented policies should be made to support ICT-related teaching models that encourage both students and teachers to play an active role in teaching/learning activities. Emphasis must be placed on the pedagogy behind the use of ICTs for teaching/learning. Teachers need to adopt, develop and support a pedagogic

culture that develops supportive practices for students' and encourages own theories in teaching/learning activities. It should be linked to the development of life-long learning and professional practices that enable teachers to keep in touch with ICT developments, new knowledge and research on teaching/learning which in turn will take teaching/learning process to a remarkable pedestal.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter focuses on the techniques used for conducting the research. This chapter is of great importance because it provides the framework from which the answer to the research hypotheses emanated. The chapter is however presented under the following headings:

- **Research Design**
- **Population of the Study**
- **Sample and Sampling Technique**
- **Research Instrument**
- **Method of Data Collection**
- **Method of Data Analysis**

Research Design

For the purpose of the study, the survey research design was made use of. Survey research design is one in which a group of people or item is studied by collecting and analysing data from a few people considered to be representative of the entire school.

Under this, questionnaire was used. The research was conducted among the secondary school teachers in Ibadan South East Local Government Area of Oyo State.

Population of the Study

The target population of the study was teachers working in the secondary schools area of Ibadan South East Local Government of Oyo State.

The study population was one hundred and fifty selected teachers out of 393 teachers in the 49 schools of Ibadan South East Local Government in Oyo State.

It was the believe of the researcher that the sample population of 150 teachers out of 393 teachers in the 49 schools of the Ibadan South Local Government Area of Oyo adequately represented the target population.

Sample and Sampling Technique

From the study population, one hundred and fifty respondents from the fourteen secondary schools used were randomly picked in Ibadan South East local Government Area of Oyo State. Hence, to ensure that the selection captured sufficient number of schools, the researcher used non-proportionate sampling technique by randomly picking fourteen schools out of forty-nine schools in the local government. These include four private schools out of 17 private schools, and ten public schools out of thirty two public schools. In the four private schools, fifty-eight teachers were randomly picked out of 130 teachers, while in the public schools, 92 teachers were randomly picked out of 263 teachers in the thirty-two public schools to represent the target population.

Name of Schools

Table 1: Frequency and Percentage of Teaching Staff Sampled for the Study

Name of Schools	Frequency of teaching staff	Frequency of teaching staff used	Percentage
Apel Model College	14	14	100
C A C Grammar Sch	13	11	84.6
Aperin Boys High Sch	15	12	80
Olubadan High Sch	12	6	50
Adelagun Memorial	12	10	83.3
Periscope College	13	13	100
Hill Top High School	15	15	100
Patimo College	16	16	100
Aperin Oniyere	13	12	61.5
Methodist	12	8	66.7
Adekile	14	9	64.3
Anglican Grammar	13	9	69.2
Eleta High School	12	9	75
Yejide Girls Grammar	13	7	53.8
Total	187	150	

Source: Primary Source, September 2012

This table indicated that Patimo College had the highest number of respondents (16) followed by Hill Top High School with fifteen respondents.

Research Instrument

A well designed questionnaire was employed for data collection of this study. Apart from this, the instrument was designed to meet the purpose of the study.

The first section of the questionnaire comprise the bio data which include: sex, marital status, educational qualification, name of schools, years of teaching experience, and school mode while the second section and third section comprise the impact of in-service training programmes, on students' academic performance and teachers' teaching methods and the impact of full-time and par-time training on teachers teaching methods.

Method of Data Collection

Data collection was done personally in 14 secondary schools of Ibadan South East Local Government Area of Oyo State. The researcher took the questionnaire to these schools and distributed the questionnaire to (150) teachers as respondents.

Method of Data Analysis

Methods used in analysing the data were Chi-square, T-test and ANOVA.

CHAPTER FOUR

RESULTS

Introduction

This chapter presented the results of data analysed and the interpretations were carried out according to the four hypotheses posed to guide this study.

Presentation of Data

This presentation covered the results got from the questionnaire administered to the teachers of the six secondary schools in Ibadan South East Local Government Area of Oyo State.

Table 2: Bio data of Teaching Staff in Secondary Schools of Ibadan South East Local Government Area of Oyo State

S/N	STATEMENTS	LABELS	FREQUENCY	PERCENTAGE %
1.	Sex	Male	63	42.0
		Female	87	58.0
		Total	150	100.0
2.	Marital Status	Single	33	22.0
		Married	155	76.7
		Divorced	1	.7
		Total	149	99.3

		Missing	0	1	.7
		Total		150	100.0

3.	Educational Qualification	ND		1	.7
		NCE/HSC		43	28.7
		HND/BSc/BA Ed		79	52.7
		MSc/MPA/MBA/M Ed		4	2.7
		Others		4	2.7
		Total		131	87.3
		Missing	0	19	12.7
		Total		150	100.0
4.	Years of teaching experience	1-5 Years		30	20.0
		5-10 Years		69	46.0
		10-15 Years		12	8.0
		Above 15 Years		10	6.7
		Total		121	80.7
		Missing	0	29	19.3
				Total	

5.	School Mode	Public School	92	61.3
		Private School	58	38.7
		Total	150	100.0

Source: Primary Source September, 2012

Table 1 showed the bio data of respondents based on their sex, marital status, educational qualification, years' of staff teaching experience, and school mode. This table indicated that the percentage of female respondents (58%) is greater than that of male respondents (42%) while their marital status showed that the percentage of married respondents (76.7%) is greater than that of the single (22.0%) and divorced (.7%). Also, the table showed the educational qualification of respondents who fell within the ranges of HND/B Sc/ BA Ed are 79 (52%) having the highest percentage while it is observed that respondents whose teaching experience is between 5-10 years have the highest percentage of 46.0%. Finally, it was discovered from the above table that the percentage of respondents from public secondary schools (61.3%) is higher than that of the private schools (38.7%).

Name of Schools

Table 3: Frequency and percentage of Teaching Staff Sampled for the Study

Name of Schools	Frequency of teaching staff	Frequency of teaching staff used	Percentage
Apel Model College	14	14	100
C A C Grammar Sch	13	11	84.6
Aperin Boys High Sch	15	12	80
Olubadan High Sch	12	6	50
Adelagun Memorial	12	10	83.3
Periscope College	13	13	100
Hill Top High School	15	15	100
Patimo College	16	16	100
Aperin Oniyere	13	12	61.5
Methodist	12	8	66.7
Adekile	14	9	64.3
Anglican Grammar	13	9	69.2
Eleta High School	12	9	75
Yejide Girls Grammar	13	7	53.8
Total	187	150	

Source: Primary Source, September 2012

This table indicated that Patimo had the highest number of respondents (16) followed by Hill Top High School with fifteen respondents.

Objective One:

Impact of in-service training programme on teachers’ teachings methods in the classroom

Table 4: Does your School organize any In-service Training for Staff Development?

		Frequency	Percent
Valid	Yes	79	52.7
	No	70	46.7
	Total	149	99.3
Missing	0	1	.7
	Total	150	100.0

It can therefore be concluded from this table that 52.7% of the teachers disclosed that in-service training programmes are organised for them in their schools.

Table 5: How have the In-Service Training Programmes contributed to your Teaching Methods in the Classroom?

		Frequency	Percent
Valid	Excellently	26	17.3
	Very good	22	14.7
	Fairly good	96	64.0
	Not at all	4	2.7
	Total	148	98.7
Missing	0	2	1.3
	Total	150	100.0

From this table, it is concluded that only 17.3% of the respondents submitted that in-service training programmes had contributed excellently to their teaching methods.

Objective Two: Determining the various modes of training programmes (full-time and part-time) adopted by the secondary schools in Ibadan South East Local Government Area of Oyo State in training their teachers

Table 6: What is the mode of Training (part-time and full-time) in your School?

		Frequency	Percent
Valid	Part-time	128	85.3
	Full time	19	12.7
	Total	147	98.0
Missing	0	3	2.0
	Total	150	100.0

This table indicated that 85.3% of these schools engage more in part-time training than full-time. We can therefore conclude that 85% of the secondary schools in Ibadan South East Local Government Area of Oyo State adopt full-time training programmes in the training of their staff while only 12.7% of these schools adopt part-time training programmes for developing their staff.

Objective Three:

Impact of In-service training programme on student’s academic performance

Table 7: How have the Training Programmes contributed to Students' Academic Performance?

	Frequency	Percent
Valid Very good	45	30.0
Fairly good	80	53.3
Averagely	20	13.3
Not at all	5	3.3
Total	150	100.0

Therefore, we can conclude that 30.0% to 53.3% of the teachers in Ibadan South East Local Government Area of Oyo State believe that in-service training programme contributed immensely to students’ academic performance in their schools.

Objective Four:

Effect of full-time and part-time training on teachers’ teaching methods

Table 8: Should your School organize part-time studies to improve Teachers Teaching Methods in the Classroom?

		Frequency	Percent
Valid	Strongly Disagree	3	2.0
	Disagree	29	19.3
	Agree	31	20.7
	Strongly agree	83	55.3
	Total	146	97.3
	Missing	0	4

Table 8: Should your School organize part-time studies to improve Teachers Teaching Methods in the Classroom?

		Frequency	Percent
Valid	Strongly Disagree	3	2.0
	Disagree	29	19.3
	Agree	31	20.7
	Strongly agree	83	55.3
	Total	146	97.3
Missing	0	4	2.7
Total		150	100.0

It can therefore be concluded that 78.1% of the teachers in Ibadan South East Local Government preferred to enrol in part-time training programmes to improve their teaching methods in the classroom.

Table 9: Should your School organize full time studies to improve Teachers Teaching Methods in the Classroom?

		Frequency	Percent
Valid	Strongly Disagree	1	.7
	Disagree	45	30.0
	Agree	57	38.0
	Strongly agree	45	30.0
	Total	148	98.7
Missing	0	2	1.3
	Total	150	100.0

This table indicated that 68.0% of the teachers in Ibadan South East Local Government preferred to enrol in full-time training to improve their teaching methods in the classroom.

Hypothesis One

H₀1 There is no significant relationship between in-service training programmes and their contribution to students' academic performance

Chi square

Table 10: Contribution of In-service Programmes to Students' Academic Performance

Variables	How have the in-service training programmes contributed to students' academic performance in your school?					Pearson chi square	Df	Sig. value
	Very good	Fairly good	Averagely	Not at all	Total			

Academic training only	26	67	9	3	105			
Academic and other types of training	17	11	8	1	37	20.721	6	0.002 (<0.05)
Vocational training	2	2	3	1	8			
Total	45	80	20	5	150			

Chi square is used to determine the relationship between in-service training programmes and their contribution to students' academic performance. The Pearson Chi square has a Pearson value of 20.721, degree of freedom of 6, and a significant value of 0.002, which is lesser than 0.05 our critical alpha value. The null hypothesis was rejected and the alternative hypothesis was accepted which indicated that, there is a significant

relationship between in service training and its contribution to students' academic performance.

Hypothesis Two

H₁₂: There is significant relationship between the modes of training (full-time and part-time) and teachers' teaching methods in the classrooms

T-test

Table 11: Effect of full-time and part-time modes of Training on Teacher' Teaching Methods in the Classrooms

Modes of training	N	Mean	Std. Deviation	T	df	Sig.(2tailed)
Part-time	128	39.9688	3.20172	-1.767	145	0.079
Full-time	19	41.4211	4.20735			(>0.05)

The t-test table is used to test for a significant relationship between the modes of training (full-time and part-time) and teacher's teaching methods in the classrooms. The result derives a mean value for part time and full time of 39.9688 and 41.4211

respectively, a standard deviation of 3.2017 for part time, and 4.2074 for full time. A t-value of -1.767, degree of freedom (df) of 145, and a sig. value of (0.079) which is greater than 0.05 the critical alpha value. The hypothesis was accepted since the significant value (0.079) is greater than 0.05 the critical alpha value. The conclusion of this hypothesis is that there is significant relationship between teachers' modes of training (full-time and part-time) and teacher's teaching methods in the classrooms.

Hypothesis Three

H₁₃: There is significant relationship between in service training programmes and teachers' teaching methods in the classroom

ANOVA

Table 12: Impact of In-service Training Programmes on Teachers' Teaching Methods in the Classroom

	Sum of Squares	Df	Mean Square	f	Sig.
Between Groups	21.527	2	10.763	0.841	0.434
Within Groups	1882.447	147	12.806		(>0.05)
Total	1903.973	149			

Decision rule

The analysis of variance is used to determine the significant relationship between in-service training programmes and teachers' teaching methods in the classrooms. The significant value of the F test in the ANOVA table is greater than 0.05. Thus, the hypothesis was accepted which indicated that there is significant relationship between in-service training programme and teachers' teaching methods in the classrooms. With the $F(2, 147) = 0.841$, sig. (0.434) > 0.05, the hypothesis was accepted and it is concluded that there is significant relationship between in-service training programmes and teachers' teaching methods in the classrooms.

DISCUSSION

The result of table 10 showed that the Pearson chi square has a Pearson value of 20.721, degree of freedom of 6, and a significant value of 0.002, which is less than 0.05 the critical alpha value. The null hypothesis was rejected while the alternative hypothesis was accepted which indicated that, there is a significant relationship between in service training programmes and their contribution to students' academic performance.

In other words, in the secondary schools in Ibadan South East Local Government of Oyo State, in-service training is seen as an important factor that contributes much to students' academic performance meaning that more in-service training programmes must be organised by these schools so that there will be positive students' academic

performance. This finding is in consonance with the position of Edem (1982) who opined that insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education which of course may have adverse effect on students' academic performance. In-service training contributes to the staff improvement on job. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially in developing countries. Effective teaching requires well – trained and motivated teachers this is because teachers are generally expected to contribute to the improvement of the society and to participate in its activities.

The result in table 11 showed the mean value for part time and full time of 39.9688 and 41.4211 respectively, a standard deviation of 3.2017 for part time, and 4.2074 for full time. A t-value of -1.767, degree of freedom (df) of 145, and a sign. value of (0.079) which is greater than 0.05 the critical alpha value. The hypothesis was accepted since the significant value (0.079) is greater than 0.05 the critical alpha value. The conclusion of this hypothesis is that there is significant relationship between the modes of training (full-time and part-time) and teacher's teaching methods in the classrooms.

Thus, in the secondary schools in Ibadan South East Local Government Area of Oyo State, the teachers see both full-time and part-time trainings needful for improvement in teachers' teaching methods in the classrooms. Hence, in-service training programmes should not be limited to just part-time or full-time programmes but both

should be taken serious because of their positive impact on teachers' methods of teaching in the classrooms. This finding is in consonance with the position of Day (1999) who sees staff development of teachers as a process by which teachers review, renew and extend their commitment 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. This means that the acquisition of teachers' skills can come from both part-time and full-time, thus they have significant impact on the teachers teaching methods.

Table 12 showed that the significant value of the F test in the ANOVA table is greater than 0.05. Thus, the hypothesis was accepted which says that there is significant relationship between in-service training programmes and teachers' teaching methods in the classroom. With the $F(2, 147) = 0.841$, sig. (0.434) > 0.05, therefore, the hypothesis was accepted and it was concluded that there is significant relationship between in service training programmes and teachers' teaching methods in the classrooms.

Thus, the secondary school teachers in Ibadan South East Local Government of Oyo State believe that in-service training programmes and teachers' teaching methods are inseparable from each other. Hence, in-service training contributes much to teachers' teaching methods effectiveness in the classroom. This finding is in consonance with the findings Gray and Souter (2004) study of secondary science teachers use of ICT conducted in America focuses on the data from one aspect of the use of ICT in secondary

subject areas, and the perceptions of teachers in these areas. A comparison of science teachers' perceptions is made with teachers from other disciplines. Although the responses of biology teachers could be analysed yet the numbers were quite small overall so a general view is taken across the three science disciplines of biology, chemistry and physics. Examination of the data indicated that, relative to other subject teachers, science teachers came out positively with regard to use of and confidence in ICT. However, in absolute terms although the availability of computing facilities was reportedly quite high but the actual level of use was quite low. In addition, where level of use was higher, it was with regard to a rather narrow range of applications, particularly word-processing. Little was reported in the way of pupil use of ICT in science classes. Although there appeared to be an awareness of the potential for ICT in science, teachers indicated that they did not see the introduction of ICT radically changing the way in which teaching took place, nor changing the teacher-student relationship. Science teachers were reasonably confident in their use of ICT but felt that they needed much more in the way of support and staff development to maximise their use of ICT in the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

Having critically analysed the data and interpreted the results obtained with the formulated hypotheses, this chapter therefore aims at presenting summary, conclusion and the recommendation based on the three hypotheses posed to guide this study.

Summary

Three hypotheses were posed to guide this study. They were scientifically tested using the following statistical tools:

1. Chi-square
2. T-test
3. ANOVA

The results from the analysis of the data yielded the following:

1. There is a significant relationship between in-service training and their contributions to students' academic performance.
2. There is significant relationship between teachers' modes of training (full-time and part-time) and teachers teaching methods in the classrooms.
3. There is significant relationship between in-service training programme and teachers teaching methods in the classrooms.

Also, it was revealed from the results of this study that the independent variable (in-service training) contributed to the dependent variables (students' academic performance and teachers teaching methods). Apart from this, the independent variable (teachers' modes of training programmes which could either be full-time or part-time) contributed to the dependent variable (teachers teaching methods).

In the three hypotheses, hypothesis one was rejected while hypotheses two and three were accepted.

From the researcher's observation, it was obviously observed from the outcome of the first hypothesis that the Pearson Chi square has a Pearson value of 20.721, degree freedom of 6 and a significant value of 0.002, which is less than 0.005 the critical value. Therefore the null hypothesis was rejected. However, paying a close attention at the result, it indicated that the training programmes influenced students' academic performance. Hence it is important for the government and the school management to ensure continuous training of teachers so that its contribution to students' academic performance can properly be felt. In consonance with the outcome of the first hypothesis, Edem (1982) opined that "insufficient provision for training of reasonable teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standard of education" which of course may have adverse effect on students' academic performance in the classroom.

On the outcome of the second hypothesis, that is, there is significant relationship between teachers modes of training (full-time or part-time) and teachers teaching methods in the classroom, the result indicated a mean value for par-time and full-time of 39.9688 and 41.4211 respectively, a standard deviation of 3.2017 for part-time, and 4.2074 for full-time. A t-value of -1.767, degree of freedom (df) of 145, and a significant value of (0.079) which is greater than 0.05 which is the critical value. Therefore, the hypothesis was accepted since the significant value (0.079) is greater than 0.05 which is the critical value. Hence, paying a close attention at this outcome, it indicated that teachers' enrolment in full-time and part-time training programmes will undoubtedly influence positively their teaching methods in the classroom. In other words, government and school management need to ensure that teachers have access to both full-time and part-time training programmes so that there will be improvement on the methods they use in teaching students in the classroom. In consonance with this outcome, Ojedele and Fadipe (1999) giving analysis of teacher training and utilization for quality education in Nigeria, they observed that teacher education is synonymous with education which provides basic training for teachers to either update their knowledge, increase their skills and equip them with teaching techniques/methodologies; indeed the need for well-trained and quality-oriented teachers given the present state of the educational system and the need to ensure quality educational programmes and training for teachers in Nigeria calls for precipitation. This means that both full-time and par-time training programmes need to be provided for teachers for their teaching methods to improve.

Finally, on the outcome of the third hypothesis, that there is significant relationship between in-service training programmes and teachers' teaching methods in the classroom. This indicated that in-service training programmes like workshops, conferences, and seminars contribute to teachers teaching methods in the classroom. Ojedokun and Anise (2006) opined that teachers need to familiarize themselves with different methods of teaching. They need to possess certain qualities so that students will have the opportunity of using all their senses with the view to making their learning permanent. In other words, when teachers are exposed to in-service training activities, it gives them the experiences they need in order to teach their subjects effectively using the appropriate methods such as may include inquiry method, discussion method, lecture method, questioning method, e.t.c. it therefore means that the training programmes will open them up to which methods they can use at any point in time which of course will take care of students' individual differences.

Conclusion

After analysis and interpretations of data and using the appropriate statistical tools, the following conclusions were made:

1. There is a significant relationship between in-service training programmes and their contributions to students' academic performance.
2. There is significant relationship between teachers' modes of training (full-time and part-time) and teachers teaching methods in the classroom.
3. There is significant relationship between in-service training programmes and teachers teaching methods in the classroom.

These findings had however revealed that in-service training programmes cannot be underestimated whether full-time or par-time. From the findings, it was discovered that the training programmes influenced students' academic performance and vis a vis teachers teaching methods. It must be noted also, that the objectives for this study are- to investigate the impact of in-service training programmes on teachers teaching methods, to determine the modes of training adopted by secondary schools in Ibadan South East Local Government Area of Oyo State, the impact of in-service training programmes on students; academic performance, and the effect of par-time or full-time training programmes on the teaching methods of teachers. Hence, the discoveries addressed these objectives with the following facts:

1. In-service training programmes have strong impact on the teaching methods of teachers;
2. both full-time and part-time training programmes influence positively the teaching methods of teachers and ;
3. In-service training programmes have positive impact on students' academic performance.

Recommendations

In view of the findings, it is therefore important for government to look inwardly and establish policies that will engender quality staff development programmes through regular workshop training, conferences, seminars for teachers so that students' academic performance can be well catered for. Also, teachers should be granted opportunity to enrol in both full-time and part-time training so that the impact can be felt in the methods they use in teaching students and of course this in consequence will lead to positive student academic performance in the classroom in such area like: participation in class discussion, class work performance, and in the examination performance. It is only when the teacher uses the right approach such as the application approach and so on that the students learn best and this is only possible when the teacher himself/herself is properly trained and well sophisticated.

However, the following recommendations will therefore help the effectiveness and efficiency of staff development programme activities in both public and private secondary schools in Nigeria:

- Government should make sure policies are formulated that promote regular and consistent staff training programmes for all teachers in Nigeria so that their teaching methods and student academic achievement can be positively influenced.
- Non-governmental organisation should provide means of assisting both public and private secondary schools in training their teachers so that the effect can engender teachers' teaching methods and students' academic achievement.
- School management should encourage their staff/teachers to enrol in full-time and part-time training programmes that are available all over the country.
- Government should ensure regular appraisal of schools and their teachers to know their professional needs.
- Government and non-governmental organisations should provide funds to sponsor teachers for their personal development in the area of their fields.
- Teachers should voluntarily involve themselves in in-service training programmes even when their schools are not ready.
- When planning for staff development programmes, schools should take into cognizance the general academic performance of students so as to know the required training for each teacher.

Finally, the federal and state governments should work cooperatively to ensure that both public and private schools heads take serious the training of their teachers.

Suggestions for Further Studies

This research work was carried out on a small scale of time and financial constraints that limited the researcher on large scale. Hence, upcoming researchers who have interest in this topic should therefore make use of a large sample size that will be extended to all the local government areas of Oyo State so as to allow for more valid and wider generalization of the findings. Thus, for further studies, variables like teachers' motivation and teachers' perceptions of staff training programmes should be properly investigated.

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APPENDIX

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

FACULTY OF EDUCATION

OBAFEMI AWOLOWO UNIVERSITY ILE-IFE

RESEARCH TOPIC:

**STAFF DEVELOPMENT PROGRAMMMES AND TEACHERS’
EFFECTIVENESS IN SECONDARY SCHOOLS**

Dear Respondent,

This questionnaire has been designed to gather information on the above topic. All information given will be treated with strict and optimum confidence. Your sincere response will therefore be highly appreciated.

SECTION A: PERSONAL DATA

- 1) Sex: Male (), Female ()
- 2) Marital Status: Single (), Married (), Divorced (), Widow ()
- 3) Educational Qualification: -----

- 4) Name of School: -----

- 5) How many years have you spent teaching: 1-5yrs (), 5-10yrs (), 10-15yrs (),
Above 15 specify ()
- 6) School Mode: Public School: () Private School: ()

SECTION B

Kindly provide answers to the following questions by ticking the appropriate answer that best represent your opinion:

1) Does your school conduct any training for staff development? Yes () No ()

2) How often are training programmes conducted? Often (), Seldom (), Always ()

3) What types are the training programmes?

A.) Academic training only ()

B.) Academic and other types of training ()

C.) Vocational training ()

4.) What is the mode of training?

A. Part time () B. Full time ()

5.) Rate the training types according to their frequency of occurrence by assigning 1-4 in their descending order. The most occurring being (1)

A. conference () B. workshop () C. Peer-Tutoring () D. Seminar ()

6.) How often do you participate in such training? A. Very often B. Rarely C. Periodically D. No time

7.) How does the training meet staff needs?

A. Adequately B. Fairly C. Poorly D. Not at all

8.) How does the training meet school needs?

A. Adequately B. Fairly C. Poorly D. Not at all

9.) How has the programmes met your individual needs?

A. Excellently B. Very Good C. fairly Good D. Not at all

10.) Rate the training programmes as they meet entire needs. The most pivotal being one (1)

A. Promotion B. Capacity Building C. High Productivity D. Student's Performance

11.) How has the training programmes contributed to teacher's personal development?

A. Excellently B. Very Good C. Fairly Good D. Not at all

12.) How has the in-service training programmes contributed student's academic performance?

A. Very Good B. Fairly Good C. Averagely D. Not at all

SECTION C

Make a right tick that best describe the best option of staff development programmes in each research question. **A = Agree SA = Strong Agree D = Disagree SD = Strong Disagree**

SN	THE IMPACT OF IN-SERVICE TRAINING ON TEACHERS TEACHING METHODS	A	SA	D	SD
1	In-service training programmes need to be the responsibility of a senior member of staff with the support from a representative committee of teacher				
2	Provision for induction and newly qualified teachers training for improvement in teachers teaching methods				
3	Seminar, workshops, and conferences to improve teachers teaching methods				

4	Specialists should be invited to schools to improve teachers teaching methods				
5	Use of community resources persons to improve teachers teaching methods				
6	Teacher to teacher that is, peer support programmes to improve teaching methods of teachers				
7	Enrolment in par time studies to improve teachers teaching methods				
8	Enrolment in full-time studies to improve teachers teaching methods				
9	Participation in professional exams to improve teachers teaching methods				
10	An evaluation for teachers training programmes for improvement in teachers teaching methods				
11	Teachers need to identify skills needed for effective teaching methods				
12	Training programmes should develop wide range skills and concepts than are needed to deal with immediate professional problems				
13	Online materials should be developed that could be accessed by teachers at anytime for improvement in their teaching methods				
14	Training programmes should be brought up for appraisal regularly for improvement in teachers teaching methods				

