

Staff Development Programmes and Quality Instructional Delivery among Public Secondary School Teachers in Education District II of Lagos State, Nigeria

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Abstract

Education is often seen as a prerequisite for quality manpower development and wealth creation, a sure path to success in life and service to humanity. Hence, every society requires adequate human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structures. Thus, teachers have an important role in adequately preparing the younger generation for their societal roles to achieve the set national objectives. In light of this basic truth, attempts must be made at examining staff development programs and quality instructional delivery of public secondary school teachers, in Lagos, Nigeria. Consequently, adopting the descriptive survey research design, the population of the study comprised 2438 public secondary school staff in Education District II of Lagos State, 140 teachers and seven principals which were randomly selected from seven public secondary schools in Education District II of Lagos State, Nigeria using simple random sampling technique at 5% margin and 95% confidence level, who responded to a self-designed and validated questionnaire titled “Staff Development Programmes and Quality Instructional Delivery Questionnaire (SDPQIDQ)”. The reliability coefficient was 0.87, using the Cronbach Alpha reliability test. Three research questions and three research hypotheses were answered and tested at .05 significant levels using mean scores, standard deviation, and regression analysis. The findings of the study showed that in-service training ($r=.827$; $P<.05$), workshop ($r=.846$; $P<.05$), and seminar programs ($r=.832$; $P<.05$) significantly have an impact on the quality instructional delivery of public secondary school teachers in Education District II of Lagos State, Nigeria respectively. Premised on the findings, it was recommended among others that teachers need a broader and wider acquisition of knowledge. Therefore, the study recommended that government should mobilize adequate funds for regular

workshops, seminars, and in-service training of secondary school teachers in Education District II of Lagos State.

Key Words: *In-service training, seminar, staff development and workshops*

1. Introduction

Every society requires adequate human and material resources to improve its social organization, preserve the culture, enhance economic development and reform the political structure. Education is often seen as a prerequisite for quality manpower development and wealth creation, a sure path to success in life and service to humanity. Thus, teachers' influence is always felt in every aspect of society. Absolutely, all other professionals within the society have passed through the tutelage and mentorship of a teacher and whatsoever they become is the proportionate result and a direct outcome of what teachers have passed on to them (Okemakinde, Adewuyi & Alabi 2013). Education is extremely important not only for the success of an individual but for the nation as well. It is defined as developing the knowledge, skills, and character of the students. Its major objective is to make an individual learn about how to level with

society by developing intellect, equipping one's self to deal with the reality of life, and developing through the realization of the self-potential and hidden inherent talents of an individual. Education encompasses teaching and learning specific skills, positive judgment, well-developed wisdom, and profoundness (Syeda, Nighat & Syeda 2012). A teacher is said to be successful if equipped with certain characteristics such as mastery of subject matter, professional training, physical and mental health soundness, devotion, diligence and dedication to his career (Syeda et al, 2012). The twenty-first-century teacher is an individual who is not only interested in children's acquiring knowledge and skills but also equally involved in their total development. A teacher has to play many roles in an educational setup. He is supposed to perform his duties concurrently as a mentor, authority figure, adviser, leader, knower, director, manager, counsellor, and guide, whereas he is expected to perform such roles as friend, confidante, and parent as well. In this

regard, a teacher is not a mere provider of knowledge and lesson in the classroom but moreover, he is a person involved and interested in the wholesome transformation and holistic well-being of students; he is expected to possess some qualities and characteristics such as competency in the subject, acceptable moral in the society as well as physical and mental fitness. Effective performance on the part of teachers is essential for the academic achievement of the student which to an extent is a function of their knowledge, skills, and confidence in originating ideas, innovation and creativity geared towards performing their task in the best possible way. Hence, the need for staff development programs that should aim at improving the effectiveness and efficiency of individuals at work and for greater responsibilities.

Support Council Education Service (2004) asserted that one of the main roots of achieving of institutional goals and objectives is staff development through their commitment to high academic improvement. The staff development program 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 opportunity available to new and experienced teachers and teaching assistants (paraprofessionals). These activities are established to advance the quality of classroom instruction and delivery; ensure teachers grow professionally through practical applications of research-validated techniques, and rally helps teachers acquire their license and salary differentials. Staff development programs 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.

Teaching as a profession demand continuous development of knowledge and ability through training programmes such as in-service training, conference, workshop, seminars and mentoring staff just to mention a few. Generally, staff development through in-service, conferences, workshops, seminars, induction and orientation for new staff, refresher courses and mentoring offer one of the most promising ways of improving classroom instructional delivery of teachers which is an attempt to assist the classroom teachers to

improve on their teaching strategies, techniques, handle new instructional materials or possessed the necessary information and skills that are required for effective lesson delivery. Hence, the vision of self-reliance, skill acquisition and entrepreneurship through education can only be realized through well-defined development programmes. In most cases, staff development programmes are organized by an institution, a corporate body, an association or government agencies and are normally lasted for a short period of time. An activity similar to that but which may take a long time is what is referred to as an in-service training programme. In this case, workers who are already in the service go on training or course programmes in order to update or acquire the intellectual and professional skills that are necessary to discharge their duties more efficiently (Newberry as cited in [Ajamobe](#) 2021). As such, the need for in-service training for teachers plays an essential role in successful education reform. It also serves as a bridge between prospective and experienced educators to meet the new challenges of guiding students towards higher standards of learning and self-development.

The quality of teachers is known to be a key predictor of students' performance. In fact, Hammad (2001) asserted that the simple and most important determinant of what students learn is what teachers know. Hence, staff development programmes have been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively and efficiently. According to [Lawal](#) (2004), staff development programmes for teachers are important aspects of the education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff development programmes is that ensures the promotion of professional growth, help to improve pedagogical skills, keep teachers abreast with new knowledge, meet particular needs, such as curriculum development and orientation, help in leadership responsibility, help new teachers to adjust to the teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods ([Madumere-Obike](#), 2007). Also, another 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 to supplement his/her basic knowledge and allow for improved performance in the ways services are delivered. It is gratifying to note that the Federal and State government of Nigeria are aware of the immense benefits derivable from staff development programmes.

In Nigeria, for instance, there are several institutions responsible for ensuring quality instructional delivery such as the Centre for Management Development, the Nigerian Institute of Management, the National Institute for Strategic and Policy Studies, Kuru, Jos and the Administrative Staff College of Nigeria (ASCON) just to mention a few. 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.

The linkage between education and staff development programmes is the

improvement of labour skills, which in turn increases their productivity as well as 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’s 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.

2.0 Literature Review

Staff development of teachers is a process by which teachers review, renew and extend their commitments as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives ([Day](#) as cited in [Ajamobe, 2021](#)). Staff development, according to the medical dictionary (2009), connotes the process of providing opportunities for employees to improve their knowledge, skills and performance in line with the goals and

values of the organization and in relation to the interest and needs of the employees. This definition submits that the growth of employee development must be linked to the school district's strategic plan and to the short and long-range workforce assets. Such a concept requires an ability to anticipate gaps in the knowledge and skills of the workforce and how the changing school system's demographics, economic status and present employee inventory will impact the accomplishment of stated goals and objectives. In this sense, staff development places an emphasis on organizational learning and is provided at the identified time of need either by the organization, by an employee group or by the individual worker.

[Eric](#) (2013) opined that the basic aim of professional development is to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities. It is the process engaged in to enhance the knowledge, skills and attitude of the teachers. The 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,

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 fusty and stale.

The importance of staff development programmes for teachers cannot be overemphasized. It is a motivational strategy that could be used to enhance teachers' effectiveness in the school system. Fredriksson (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 variables like the education of teachers is of greater importance and studying the quality of the school in four developing countries showed that the quality of teaching was one of those factors which made a difference between high and low-level performance schools.

Unfortunately, while many professions provide compulsory continuing education, teachers hardly undergo any form of in-service training

after the initial certification, especially at the secondary level of education ([Ezekiel-Hart, 2003](#)). This is a situation whereby teachers are encumbered with obsolete skills and knowledge in a knowledge-driven world that doubtlessly will inflict havoc on their psyche. Thus, there is an urgent need to create an avenue for staff development programmes that will cater for all workers in our secondary schools.

The purpose of in-service training is to educate the personnel through activities such as courses and workshops, in-service training is a short-term educational activity which helps the teacher to obtain professional knowledge and abilities and new ideas considering the improvement in their own fields and educational technologies ([Hakan, 2013](#)). According to [Harbau \(2014\)](#) training human resources in organizations for improved output is essential since an improvement in the quality of human factors is as important as an investment in physical capital. In fact, training should be viewed as an integral part of the process of total quality management. Workshop training is a type of activity which is planned, and systematic and its results in enhanced levels of skill,

knowledge and competency that are necessary to perform work effectively. Hence, workshop training should be related to money, job promotion, recognition, etc. which is something the trainee desires ([Afshan, Sobia, Kamran & Nasri 2012](#)). [Madumere Obike \(2007\)](#), [Ekpoh, Edet & Nkama \(2013\)](#) stated that teaching is a profession, therefore, all who desire to work as teachers should be well groomed in the art of teaching. [Ekpoh et al \(2013\)](#) assets that new teachers are faced with several challenges upon beginning their teaching career, such as class assignments, classroom discipline and management, demanding teaching loads with assignments of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence, the need to provide effective staff development programmes which will assist novice teachers as they begin their teaching careers.

A study by [Cohen and Hill \(2001\)](#) revealed that teachers whose in-service training was focused on the curriculum can teach well when what has been learnt was applied in the classroom. The study also showed that students' achievements are usually good if their teachers participated in training that focused on the curriculum.

Similarly, [Garet](#), Porter, Desimore, Birman & Yoon (2001) studied teachers' involvement in in-service training that emphasized Mathematics and Science subjects. They discovered that teachers were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experiences and parallel to assessment. Also, [Zatta](#) (2003) conducted a study on the effectiveness of the Massachusetts Curriculum Assessment System (MCAS – AIT) on disabled students' achievement. The study arrived at an important finding which shows that teachers' involvement in professional development activities can have a positive impact on teachers' performance. Ntukiden & Etudor (2003) asserted in a study on principals' provision for professional growth and teachers' job effectiveness consisting of 400 teachers who were selected as a sample and the analysis of the study found that making provision for the professional growth of teachers often lead to greater teacher effectiveness. Given the importance of staff development programmes in the career of serving teachers, there seems to be no alternative to sustained, continuous

development practices. In order to maintain a high standard in public secondary schools in Nigeria, there is a need for well-trained, qualified and competent teachers together with a continuous learning environment that enables teachers to generate and implement new innovations.

[Omole](#) (2004) posits that staff development involves providing learning and development opportunities, making training interventions and planning, conducting and evaluating training programmes. The need for improved productivity in schools has become a universally accepted phenomenon that depends on efficient and effective staff development. Man is dynamic in nature, and the need to be current and relevant in all spheres of human endeavour makes staff development a necessity in order to keep track of current events and methods. [Onuka](#) & Ajayi (2012) observed the usefulness of training and development in an organization and identified the functions of training as follows: it increases productivity; improves the quality of work; enhances skills, knowledge, understanding and attitude; engenders the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs;

eliminates obsolete in skills, technologies, methods, products, capital management; enhances the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise. Therefore, the concept of staff development encompasses organizational subsisting staff training and re-training programmes in order to meet up with organizational goals and objectives, as well as the sustaining human resources needs for organizational growth and development. Human resource is very crucial to any organizational survival and accomplishment of the desired goals of any organization. However, it has been generally observed that there has been a progressive decline in the ability of available manpower in Nigeria to cope with the challenges facing many organizations. This trend could be viewed to have resulted in an inadequate level of skill acquisition by the employees or their inability to keep abreast with the new modern technological development because of the absence of appropriate and sufficient staff development efforts by the organization, especially public secondary schools in Nigeria.

Staff development programmes and quality instructional delivery is worth examining as administrators of education in the state rarely organize in-service training, conferences, workshops, seminars and mentoring for secondary school teachers towards improving themselves in spite of their critical role in bringing about teachers' effectiveness and this has grossly affected the quality and quantity of teachers. Thus, if in-service training fails and does 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 public secondary schools in Nigeria is nothing to write home about. They are usually inefficient in the performance of their duties. Also, many schools that organize staff training programmes in the country do have the wrong nomenclature that staff development programmes require placing few people with high potential 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 riskier 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 the West African Examination Council (WAEC) and National Examination Council (NECO) respectively in Nigeria secondary schools do perform woefully. Hence, it has been discovered that the lack of efficient and skillful teachers has been the reason behind this sordid performance. This study is however imperative in order to determine the impact of staff development programmes on teachers' effectiveness and how this can help in achieving quality instructional delivery among public secondary teachers in public secondary school staff in Education District II of Lagos State, Nigeria.

The study will become a good source of raw materials for teachers and policymakers as the findings will add to the current body of knowledge and debates for researchers about the concepts of staff development programmes and quality instructional delivery among teachers in public secondary schools. In fact, the findings will make a contribution to policies of the government

that will encourage in-service training programmes, conferences, workshops, seminars and mentoring in our secondary schools for improvement in the teacher's teaching methods. Also, the findings from the study will be of immense benefit to the ministry of education officials in realizing the importance of staff development programmes. It will also help the principals to focus on the development of relevant skills to perform their roles such as instructional skills, managerial skills, human relation abilities and leadership skills. Finally, the study is also significant in developing students' best skills and imparting their knowledge and understanding.

Based on the previous discussion, the broad objective of the study was to examine the impact of the staff development programme on the quality instructional delivery of public secondary teachers in Education District II of Lagos State, Nigeria. The study answered the following research questions when formulated

- What relationship exists between in-service training programmes and quality instructional delivery among public secondary school teachers in Education District II of Lagos State, Nigeria?

- Will the workshop enhance quality instructional delivery among public secondary school teachers in Education District II of Lagos State, Nigeria?
- What relationship exists between seminar and quality instructional delivery among public secondary school teachers in Education District II of Lagos State, Nigeria?

Correspondingly, the following hypotheses were developed for testing at a 0.05 level of significance

H₁: There is no significant relationship between in-service training programmes and quality instructional delivery of public secondary school teachers in Education District II of Lagos State, Nigeria

H₂: No significant relationship exists between workshop organized for teachers and the quality of instructional delivery among public secondary schools in Lagos State, Nigeria

H₃: There is no significant relationship between seminars organized for teachers and the quality of instructional delivery among public secondary schools in Lagos State, Nigeria.

3.0 Methodology

This study adopted a descriptive survey research design, which is “ex-post facto” in nature and the targeted population for the study was made up of all the public secondary school staff in Education District II of Lagos State, Nigeria. The population for the study was 2438 staff in public secondary schools in the Mainland Local Government Area of Lagos State. Data were sampled using a simple random sampling technique. 140 teachers and 7 principals were randomly selected from seven public secondary schools in Education District II of Lagos State.

The data collection involved employing a survey using a structured questionnaire titled “Staff Development Programmes and Quality Instructional Delivery Questionnaire” (SDPQIDQ) to elicit responses from participants. This was done to obtain feedback relating to the information needed for achieving the specific objective of this study. The questionnaire was divided into two sections, Sections 1 and 2; Section 1 sought background information about the participants such as status and gender. Section 2 was divided into three sections (A-C) in line with the specific objectives of the study designed to seek the

relationship between staff development programmes, that is, in-service training programmes, workshops and seminars and quality instructional delivery. There were 10 items each on in-service training, workshop and seminar making a total of 30 items in the instrument. The rating scales used for the questionnaire were ‘Strongly Agree’ (SA), ‘Agree’ (A), ‘Disagree’ (D) and ‘Strongly Disagree’ (SD).

In order to validate the instrument, two experts from the field of Educational Management examined the items of the questionnaire to ascertain both the content and construct validity of the instrument for necessary correction. This was done in order to ensure that the instrument measures what it is expected to measure. As regards the reliability of the instrument, the researcher used the Cronbach Alpha method in a pilot

study among similar subjects outside the targeted population using the test-retest method conducted on 100 public secondary school teachers in Education District IV within an interval of two weeks. The reliability Alpha value obtained was (0.87) which shows that the instrument is reliable.

The researcher administered the instrument to the subjects. 147 copies of the questionnaire were administered to the participants. The information gathered was analyzed. The demographic characteristics of the participants were analyzed using descriptive statistics such as frequency count and percentage. Also, the research questions were answered with the use of mean score and standard deviation while research hypotheses were tested using regression analysis. The analyses were done using IBM SPSS Statistics software version 20.

4.1 Discussion and Findings

Table 1: Demographic Distribution of the Participants

| Variable | Grouping | Frequency | Percentage % |
|--------------------|----------|-----------|-----------------|
| Gender Respondents | of Male | 59 | 40.13 |
| | Female | 88 | 59.87 |

| | | | |
|--------|-----------|-----|-------|
| | Total | 147 | 100 |
| Status | Principal | 07 | 4.76 |
| | Teacher | 140 | 95.24 |
| | Total | 147 | 100 |

Source: Fieldwork, 2019

Table 1 showed the demographic information of the participants. Gender distribution showed that 59(40.13) were male while 88(59.87) were female. The status distribution showed that 7(4.76) were principals while 140(95.24) were teachers.

4.1.1 Answering Research Questions

Research Question One: What relationship exists between in-service training programmes and quality instructional delivery among public secondary school teachers in Education District II of Lagos State, Nigeria?

Table 2: In-service Training Programmes and Quality Instructional Delivery of Public Secondary School Teachers in Education District II of Lagos State, Nigeria.

| S/N | Statement | X | SD | Decision |
|-----|--|------|------|----------|
| 1 | Through in-service training teachers in my school learn how to plan lesson well and this enables them to perform better in class | 2.98 | 0.72 | Accepted |
| 2 | Through in-service training teachers in my schoolmaster their subject and this improves their performance in class | 3.03 | 0.81 | Accepted |
| 3. | Through in-service teachers learn how to control their classes and this enhances their performance in the class | 3.04 | 0.82 | Accepted |

| | | | |
|---|--------------|-------------|----------|
| 4. Through in-service training teachers in my school learn how to introduce and present lessons and it helps in improving their capacity, hence improved performance in the class | 3.23 | 0.83 | Accepted |
| 5. Through in-service training, teachers in my school learn how to evaluate lessons, hence improving their performance | 3.34 | 0.85 | Accepted |
| 6. Through in-service training, teachers in my school learn questioning technique which helps to improve their performance in class | 3.45 | 0.88 | Accepted |
| 7. Through in-service training, teachers in my school learn how to carry out a formative evaluation of students | 3.25 | 0.84 | Accepted |
| 8. Through in-service training, teachers in my school learn to carry out summative evaluations of students | 3.15 | 0.83 | Accepted |
| 9. Through in-service training, teachers' knowledge increases and this helps to enhance their performance in class | 3.16 | 0.83 | Accepted |
| 10. Through in-service training, teachers learn how to effectively communicate and this enhances their performances in and out of class. | 3.32 | 0.86 | Accepted |
| Grand Total | 31.86 | 8.27 | |

Source: Fieldwork, 2019

In table 2 above, mean scores of 2.98, 3.03, 3.04, 3.23, 3.34, 3.35, 3.25, 3.15, 3.16 and 3.32 were all above the cut-off point of 2.50 which indicated that all the items of the instrument were accepted by the respondents.

The standard deviation of 0.72 to 0.88 indicated that the respondents were close in terms of their responses.

Research Question Two: Will the workshop public secondary school teachers in Education enhance quality instructional delivery among District II of Lagos State, Nigeria?

Table 3: Workshop and Quality Instructional Delivery of Public Secondary School Teachers in Education District II of Lagos State, Nigeria.

| S/N | Statement | X | SD | Decision |
|-----|---|------|------|----------|
| 11. | Through workshops teachers in my school learn how to plan lessons well and this enables them to perform better in class | 3.04 | 0.80 | Accepted |
| 12. | Through workshops teachers in my schoolmaster their subjects and this improves their performance in class | 3.01 | 0.80 | Accepted |
| 13. | Through workshops teachers learn how to control their classes and this enhances their performance in the class | 2.98 | 0.79 | Accepted |
| 14. | Through workshops teachers in my school learn how to introduce and present lessons and it helps in improving their capacity, hence improving performance in the class | 2.87 | 0.77 | Accepted |
| 15. | Through workshops, teachers in my school learn how to evaluate lessons, hence improving their performance | 3.03 | 0.81 | Accepted |
| 16. | Through the workshop, teachers in my school learn questioning techniques which help to improve their performance in class | 3.12 | 0.82 | Accepted |
| 17. | Through workshops, teachers in my school learn how to carry out a formative evaluation of students | 3.14 | 0.83 | Accepted |

| | | | |
|--|-------------|-------------|----------|
| 18. Through the workshop, teachers in my school learn to carry out summative evaluations of students | 3.18 | 0.83 | Accepted |
| 19. Through workshops, teachers' knowledge increases and this helps to enhance their performance in class | 3.33 | 0.87 | Accepted |
| 20. Through the workshop, teachers learn how to effectively communicate and this enhances their performances in and out of class | 3.20 | 0.84 | Accepted |
| Grand Total | 30.9 | 8.16 | |

Source: Fieldwork, 2019

Table 3 showed the mean scores and standard deviation of the participants regarding the question: will the workshop enhance quality instructional delivery among public secondary school teachers in Education District II of Lagos State, Nigeria? The mean scores of 3.04, 3.01, 2.98, 2.87, 3.03, 3.12, 3.14, 3.18, 3.33 and 3.20 were all above the cut-off point of 2.50 which indicated that all

the items were accepted by the participants. The standard deviation of 0.77 to 0.87 indicated that the participants were close in their responses.

Research Question Three: What relationship exists between seminar and quality instructional delivery among public secondary school teachers in Education District II of Lagos State, Nigeria?

Table 4: Seminar and Quality Instructional Delivery of Public Secondary School Teachers in Education District II of Lagos State, Nigeria.

| S/N | Statement | X | SD | Decision |
|-----|--|------|------|----------|
| 21. | Through seminars teachers in my school learn how to plan lessons well and this enables them to perform better in class | 2.78 | 0.78 | Accepted |

| | | | |
|--|--------------|-------------|----------|
| 22. Through seminars teachers in my schoolmaster their subjects and this improves their performance in class | 2.88 | 0.79 | Accepted |
| 23. Through seminars teachers learn how to control their classes and this enhances their performance in the class | 2.92 | 0.80 | Accepted |
| 24. Through seminars teachers in my school learn how to introduce and present lessons and it helps in improving their capacity, hence improving performance in the class | 3.12 | 0.83 | Accepted |
| 25. Through seminars, teachers in my school learn how to evaluate lessons, hence improving their performance | 3.33 | 0.84 | Accepted |
| 26. Through seminars, teachers in my school learn questioning techniques which help to improve their performance in class | 3.24 | 0.85 | Accepted |
| 27. Through seminars, teachers in my school learn how to carry out A formative evaluation of students | 3.25 | 0.89 | Accepted |
| 28. Through the seminar, teachers in my school learn to carry out a summative evaluation of students | 3.16 | 0.84 | Accepted |
| 29. Through seminars, teachers' knowledge increases and this helps to enhance their performance in class | 3.15 | 0.85 | Accepted |
| 30. Through seminars, teachers learn how to effectively communicate and this enhances their performances in and out of class | 3.18 | 0.87 | Accepted |
| Grand Total | 31.01 | 8.34 | |

Source: Fieldwork, 2019

In table 4 above, mean scores of 2.78, 2.88, 2.92, 3.12, 3.33, 3.24, 3.25, 3.16, 3.15 and 3.18 were all above the cut-off point of 2.50 which indicated that all the items were accepted by the respondents. The standard deviation of 0.78 to 0.89 indicated that the respondents were close to their response.

4.1.2 Testing of Research Hypotheses

Research Hypothesis One: There is no significant relationship between in-service training programmes and quality instructional delivery of public secondary school teachers in Education District II of Lagos State, Nigeria

Table 5: Regression Analysis of In-service Training Programmes and Quality Instructional Delivery

| Model | β | Std. Er. | T | Sig. | R-Cal | R-Crit. | R ² | Adj. R | Std. of Est. |
|---|---------|----------|-------|------|-------|---------|----------------|--------|--------------|
| In-service training programmes (Constant) | 5.815 | 5.448 | 1.067 | .001 | .827 | 0.088 | 0.684 | | 5.376 |
| Quality instructional delivery | .953 | .199 | 4.786 | .000 | | | 0.031 | | |

P<0.05

The results presented in Table 5 show the relationship between in-service training programmes and quality instructional delivery of public secondary school teachers

in Education District II Lagos State, Nigeria. The result indicates an R-cal value of .827 which was found to be greater than the R-critical of 0.088 at $\alpha = 0.05$, the observed value

of ($R = 0.827$) was significant. The regression analysis of the constant β (beta) has a value of 5.815 indicating that the regression equation needs to be adjusted by the value in order to get a regression equation relating to an in-service training programme with quality instructional delivery. The result indicates 68% of the variability in the quality of instructional delivery of teachers was determined by the in-service training programme. The analysis, therefore, shows

in-service training programme has a significant relationship with quality instructional delivery of public secondary school teachers in Education District II of Lagos State, Nigeria. Hence, the null hypothesis is rejected.

Research Hypothesis Two: No significant relationship exists between workshop organized for teachers and the quality of instructional delivery among public secondary schools in Lagos State, Nigeria

Table 6: Regression Analysis of Workshop and Quality Instructional Delivery

| Model | β | Std. Er. | T | Sig. | R-Cal | R-Crit. | R^2 Adj. | Std. of Est. |
|--------------------------------|---------|----------|-------|------|-------|---------|------------|--------------|
| Workshop (Constant) | 7.617 | 4.564 | 4.237 | .001 | .846 | 0.088 | 0.716 | 6.634 |
| Quality instructional delivery | .565 | .132 | 6.436 | .000 | | | 0.021 | |

P<0.05

The result of the null hypothesis two indicated an R-cal value of .846 which was found to be greater than the R-value of 0.088 at $\alpha = 0.05$, the observed value of ($R = 0.846$) was significant. The regression analysis of

the constant β (Beta) has a value of 7.617 indicating that the regression equation needs to be adjusted by the value in order to get a regression equation relating to workshops organized for teachers with quality

instructional delivery. The result indicates 72% of the variability in the quality of instructional delivery of teachers was determined by workshops organized for them. The analysis, therefore, shows workshop organized for teachers has a significant relationship with their quality

instructional delivery. Hence, the null hypothesis is rejected.

Research Hypothesis Three: There is no significant relationship between seminars organized for teachers and the quality of instructional delivery among public secondary schools in Lagos State, Nigeria.

Table 7: Regression Analysis of Seminar and Quality Instructional Delivery

| Model | β | Std. Er. | T | Sig. | R-Cal | R-Crit. | R ² | Adj. R | Std. of Est. |
|--------------------------------|---------|----------|-------|------|-------|---------|----------------|--------|--------------|
| Seminar (Constant) | 5.815 | 5.448 | 1.067 | .001 | .832 | 0.088 | 0.692 | | 5.376 |
| Quality instructional delivery | .953 | .179 | 4.786 | .000 | | | 0.031 | | |

P<0.05

The result used of the null hypothesis three indicated an R-cal value of .832 which was found to be greater than the R-value of 0.088 at $\alpha = 0.05$, the observed value of (R = 0.832) was significant. The regression analysis of the constant β (Beta) has a value of 5.815 indicating that the regression equation needs to be adjusted by the value in order to get a regression equation relating to quality

instructional delivery with seminars organized for the teachers. The result indicates 69% of the variability in quality instructional delivery was determined by a seminar organized for the teachers. The analysis, therefore, shows that a seminar organized for the teachers has a significant relationship with quality instructional delivery of public secondary school teachers in Education District II of

Lagos State, Nigeria. Hence, the null hypothesis is rejected.

4.2.1 Discussion

Findings generated from the analysis of data as well as its subsequent discussions are presented in this sub-section.

The postulation that no significant relationship exists between in-service training programmes and quality instructional delivery of public secondary school teachers in Educational District II of Lagos State, Nigeria was rejected because quality instructional delivery was significantly correlated with in-service training programmes ($r=.827$; $P<.05$). This is in consonance with the report of [Cohen](#) and [Hill](#) (2001) who asserted that teachers whose in-service training were focused on the curriculum can teach well when what has been learnt were applied in the classroom. Similarly, [Garet](#) et al (2001) opined that teachers' involvement in in-service training that emphasized Mathematics and Science subjects perform much better than their counterparts who were not involved in in-

service training programmes. In fact, they discovered that teachers were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills when the training was much related to daily experiences and parallel to assessment.

Also, **Table 6** revealed no significant relationship exists between workshops organized for teachers and their quality instructional delivery among public secondary schools in Education District II of Lagos State, Nigeria. It was shown that quality instructional delivery and workshop organized for teachers are significantly related ($r=.846$; $P<.05$). This is in line with the study of [Harbau](#) (2014) who asserted that training human resources in school settings for improved output is essential since an improvement in the quality of human factor is as important as investment in physical capital and this will enhance their productivity. Similarly, [Khan](#) (2012) asserted that both training (through workshops) and motivation positively affect the performance of employees and that apart from technology, management behaviour and working environment, having good training plans for employees enhances the performance of employees in an organization.

Finally, further analysis as depicted in **Table 7**, shows that seminar has a significant relationship with quality instructional delivery of public secondary school teachers in Education District II of Lagos State, Nigeria. This is in line with the report of Stone (2002) who asserted that seminar is one of the important factors in enhancing teachers' instructional delivery because it increases their efficiency and effectiveness in the class. Similarly, Karachi, Pakistan, Hafeez & Akbar (2015) asserted that a statistically significant and positive relationship exists between training (via seminars) and employees' performance at four sampled different companies. Therefore, it was concluded that the training of employees not only improves the efficiency and effectiveness of employees in performing their jobs but it also enhances the efficiency of the companies in which they work.

5.0 Conclusion and Recommendations

Teachers and administrators have crucial roles to play in bringing about quality instructional delivery. This study has made it clear that staff development programmes have a role in affecting quality instructional

delivery among public secondary school teachers. Hence, their ability to effectively carry out these roles would be determined largely by the quality of staff development programmes made available to and utilized by them. Staff development efforts in schools should consider the complex relationship between staff development and improvement in staff job performance. Such improvement could then lead to a marked improvement in content, process, context and outcomes of student learning in schools. Thus, the student learning outcomes would be the starting point for further school improvement and staff development efforts (a cyclical process).

The following conclusions were drawn from the study:

- In-service training has a positive impact on quality instructional delivery because it exposes serving teachers with outdated teaching techniques and substandard knowledge of the subject matter to content and modern methods of teaching
- Workshops help to update knowledge and improve the skills of teachers in their subject areas. It exposes teachers to new procedures, new policies, new topics or

subjects, new communication systems and new teaching methods

- Teachers create understanding from experiences with peers and resources as well as reflecting upon those experiences. Teachers get actively engaged in finding solutions to relevant problems as they affect teaching, therefore seminars afford them the opportunity of providing solutions to questions and problems during the teaching-learning process.

To this end, the following recommendations are hereby suggested based on the findings generated from the analysis of the collected data:

- There is a need for policymakers and administrators to strengthen and reform staff development programmes policy so that staff shall be encouraged through training by developing their potential and enhancing their efficiency on the job. This will enable the employees to feel safe and believe that their organization believe in employee development through training and actually support them.
- The need for broader and wider acquisition of knowledge by the teachers is necessary. Therefore, the study

recommended that government should mobilize adequate funds for regular workshops for secondary school teachers

- Administrators should organize periodic seminars and employ the service of professionals and resource persons from universities or the Ministry of Education to present papers and answer questions posed by teachers.

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