



## Teacher Development Training Programmes and Junior Secondary School Goal Attainment in Rivers State

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### ABSTRACT

This study examined teacher development training programmes and junior secondary school goal attainment in Rivers State. three research questions and three corresponding null hypotheses guided the study. The sample for this study was 702 teachers, constituting 20% of the original population which was 3,510 teachers. In this regard, 586 teachers were drawn from the urban schools and 116 from the rural schools bringing the universe of the sample for this study to 702. A stratified random sampling technique was used in selecting the schools while the simple random sampling technique was used in selecting the teachers. A self-structured questionnaire titled: Teacher Development Training Questionnaire (TDTQ) was used to elicit data. The test-retest was computed using Pearson Product Moment Correlation Coefficient and a result of 0.71 alpha was obtained. The weighted mean and standard deviation were used to answer the research question while the z-test was used to test the hypotheses at 0.05 level of confidence.

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The result of the study revealed that teacher development training programmes are available but they are inadequate and irregular, development programmes contribute to teachers' job performance thereby increasing the level of goal attainment; there's a high level of application of the knowledge gotten from staff development programmes; and teacher development programmes can be improved so as to enable teachers meet up with global challenges. All five hypotheses discerned a significant difference between teachers in the urban and rural junior secondary schools in their perception of the availability, regularity, contribution, level of application of training programmes and the ways of improving development programmes for teachers. It was recommended among others, that teachers be made to undergo a compulsory ICT training; workshops and conferences for teachers should be carried out at least twice a year; and that study leaves with pay be granted to teachers who intend to pursue further studies.

## Introduction

The human capital theory propounded by Jacob Mincer in 1958 holds that the well-being of a society is not only a function of the traditional stocks of financial capital, labour and natural resources but also of the knowledge and skills of individuals. The theory predicts that increased knowledge and skills will yield improved economic outcomes from both individuals and societies.

Education is a key element in this human capital theory because it is viewed as the primary means of developing knowledge and skills. Most research around the human capital development otherwise known as staff development and education are based on Mincer's human capital earning functions which predicts that earnings are a function of educational attainments and work experience. There is evidence that human capital development has a strong influence on educational policies with statements to this effect being found in the goals and mission statements of many educational agencies and jurisdictions.

Junior Secondary education is the bedrock upon which the senior secondary level of education in Nigeria is anchored. Here, learners are exposed to Junior School Certificate Examination (JSCE), otherwise known as Junior WAEC which transits learners from the ninth year of the basic education class to the senior secondary. With the certificate obtained, learners can decide to either continue to the senior secondary school or proceed to take on a vocation. It is consequent upon this that the teacher factor and the knowledge level of teachers in our junior secondary schools have become issues worthy of investigation.

Hargreaves and Godson (1996) believe that teaching today has become a complex assignment which requires the highest standard of professional practice. The training and retraining of teachers are necessary, just as Batagarwa (2000) believes that the usefulness of all school facilities is dependent on the quality of knowledge at the disposal of the teachers. Human capital development available to teachers is acquired in two ways: Pre-service training and in-service training. Most teachers in Rivers State like in other states have undergone the pre-service training prior to employment. However, in-service training for these teachers has remained a luxury over the years. Across the world, there is a technological revolution in education; Etim (1998) posited that, teachers must necessarily be part of the revolution through in-service training. In-service training is quite distinct from pre-service training. While pre-service training is process through which individuals are made ready to enter their profession, in-service training on the other hand is the process of staff development for the purpose of improving the performance of an incumbent holding a position with assigned job responsibilities. Generally speaking, staff development through seminars, in-service training or workshops offers one of

the most promising ways for improving classroom instruction. It is an attempt to assist the classroom teachers/lecturers to improve on their teaching strategies/techniques, handle new instructional materials and possess the necessary information and skill that are required for effective lesson delivery (Ibrahim, 2015). Every teacher needs regular staff development programme for the purpose of knowledge update.

The universal basic education is a nine-year programme. It is expected that at the end of the nine years, every child should have acquired the basic literacy, numeracy, communicative and manipulative skills which would enable him/her to survive in the society. The Junior Secondary School is unique because it makes up the last three years in the required nine-year basic education cycle. It is at this stage that the vocational thrust of basic education is consolidated. Due to the sensitive nature of his stage, it becomes imperative to constantly develop the teachers in the Junior Secondary schools. It is against this backdrop that a study in teacher development training programmes in Junior Secondary schools is carried out with a view to determining the relationship between staff development and goal attainment at the Junior Secondary level of education in the state specified.

### **Statement of Problem**

Employees are regarded as important tools or resources for the effective realization of organization goals. Generally, they are expected to do well in their various jobs, but the need to create that enabling environment is not being given the priority it deserves. The situation is even worse in the teaching profession in Nigeria where the society feels that “teachers’ reward is in heaven”. They must teach the students and produce good results with or without a sustained investment on them. The crux of the matter is the performance of students in both internal and external examinations. In fact, the situation of staff development programme is a serious threat to school goal attainment. Teachers cannot meet up with global challenges; this is as a result of lack of development programmes in junior secondary schools. Furthermore, the students are not well groomed. The objectives of Universal Basic Education may not be achieved if the teachers are not regularly trained. Parents are worried that teachers are not provided with adequate development programmes and this has resulted to poor quality of education. Consequent upon this, teachers need to be constantly trained so as to annex their various fields of specialties. Hence, training and development become indispensable in achieving the goals and objectives of the Universal Basic Education.

### **Aim and Objectives of the Study**

The main aim of this study was to examine the staff development training programmes for junior secondary school teachers in Rivers State. The following specific objectives guided the study:

- To identify the available training programmes for junior secondary school teachers in Rivers State.
- To examine the regularity of these training programmes in junior secondary schools in Rivers State.
- To find out how teachers’ development programmes contribute to goal attainment in the junior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study:

1. What are the available training programmes for junior secondary school teachers in Rivers State?
2. How regular are the development programmes for junior secondary school teachers in Rivers State?

3. How does teachers development programmes contribute to goal attainment in junior secondary school teachers in Rivers State?

### Hypotheses

The following null hypotheses were statistically tested at 0.05 level of significance:

1. There is no significant difference between the teachers of urban and rural schools in their mean rating of the training programmes that are available for teachers in junior secondary school in Rivers State.
2. There is no significant difference between the teachers of urban and rural schools in their mean rating of regularity at which teachers participate in the retraining programmes in the junior secondary schools in Rivers State.
3. There is no significant difference between the teachers of urban and rural schools in their mean rating of the contribution of teachers' development programmes to goal attainment in junior secondary schools in Rivers State.

### Theoretical Framework

The theory that propels the search light for this study on teacher development training programmes is Motivation theory propounded by Abraham Maslow in 1970. Indeed, his Hierarchy of Needs has become the most widely discussed and influential perspectives of human motivation. His theory posits a need hierarchy arranged in a hierarchical order.

A need is a requirement or necessity for survival and wellbeing. The basic premise of needs theories that people are motivated to obtain outcomes at work that will satisfy their needs. Needs theory complements expectancy theory by exploring in depth which outcomes motivate people to perform at a high level. Needs theories suggest that to motivate a person to contribute valuable inputs into a job and perform at a high level, a manager must ensure that the person receives outcomes that help to satisfy those needs especially when the person performs at a high level.

This theory implies that the government and educational managers should take full responsibility to ensure that teachers are trained and retrained on the innovative methods of teaching in order to meet the global challenges. When school administrators analyze the work environment and the need to achieve school goals, they tend to focus on the detriment of the individual teachers without considering development programmes. Teachers have need for professional development through in-service training programmes such as workshops, conferences and seminars. But to neglect the individual element of the school social system is highly detrimental.

Indeed teachers bring with them need to develop their own personal orientations. Although teachers occupy positions in schools, they are not merely actors devoid of unique needs. A key conclusion can be drawn from Maslow's theory. Individuals tend to satisfy different needs at work, for instance teachers among other needs in the school organization desire self development and realization of full potential as found in the fifth level of Maslow's hierarchy of needs. Accordingly, to have a motivated workforce, administrations in the school organization must determine which needs teacher are trying to satisfy and make efforts to see that such teachers receive outcomes that satisfy those needs especially when they perform at high level and contribute to the realization of school goals.

However, some scholars such as Okake (1998) and Oluo (2010) advice that motivation theory should be applied with caution in order to avoid some pitfalls such as over spending on staff development

programmes. This is because of the fact that different people have different needs; this suggests that what motivates one may not be what motivates the other. Even when these training needs are met, teachers may still not be motivated because other factors such as money and good working conditions may be missing.

### **Conceptual Framework**

The concept of training and staff development was not initially understood but, today things are different as most developing countries have come to appreciate the importance of staff development and training as they scale through the various hurdles of educational development problems. The goal of human resource management is to make available to the organization qualified manpower to carry out its activities, so that the organization's goals can be achieved. People are vital resource and integral part in an organization's goals achievement (Amah, 2006). Of all the resources an organization needs to function properly, human resources is the only resource that can be motivated, taught, developed and appraised to obtain maximum performance. It is therefore necessary to include motivation, appraisal, training and development among the functions of human resource management so that the human resource supplied to the organization through human resource planning, recruitment and selection will not only be qualified but well equipped and motivated to give their best.

Change in the environment has resulted in skills becoming obsolete, so that competent employees do not forever remain competent if they do not improve themselves through training. Training and developments are ways of equipping the human resource of the organization for efficient present and future task performance. Training ensures the efficient performance of the present task while development ensures the efficient performance of both present and future jobs/tasks. Every organization needs to address the issue of training and development.

### **Meaning and Importance of Training and Development**

Training refers to the teaching of lower level employees how to perform their current task or jobs. It is aimed at acquiring specified knowledge and skills for the purpose of an occupation or task. Its focus is on performing efficiently, effectively and safely a current job or task (Amah, 2006). Training is organizational effort toward helping an employee acquire skills that will enable him contribute this maximum usefulness to the firm in the shortest possible time. Training can be defined as organizational effort aimed at fostering learning among employees that contributes to individual and organizational goals. Training includes classroom instruction, on-the-job training and apprenticeship training.

Development refers to the teaching of managers and professional employees broad skills necessary for their current and future jobs (Amah, 2006). It is a learning activity aimed at mostly future needs rather than current performance. It is concerned with employee career growth and the satisfaction of future organization's manpower requirement. It includes on-the job training, classroom instruction, varied job experiences and formal education.

Education refers to the long term learning activity aim at preparing people for various roles in the society e.g. good citizens, family and group members, and workers. It enables one to be literate, able to work in organization and also to be a law abiding citizen. It enables society to produce its needed manpower for economic activities. Learning activity is basically concerned with the acquisition skills, knowledge, understanding and attitudes. Generally, education provided by schools, colleges and universities while training is provided by individual organizations in partnership with technical colleges and universities. Individual organizations create the development opportunity necessary to prepare their employees for future roles. Education, training and development all require different degrees of learning

activity. Objectives of training and development include increased product adaptation to technological changes, fulfillment of social responsibility and the provision of employee satisfaction.

Training and development are very necessary to improve employee, performance. It reduces cost and employee turnover (i.e. it increase efficiency and reduces the frustration of non-performance), improves coordination (i.e. ensures that all employees work towards the achieving of organizational goals). Training reduces tardiness, absenteeism, negative attitude to work, excessive complaints, high reject or low quality, high accident and insubordination (Nwachukwu, 1988). When people know how to efficiently and safety carryout their tasks they are satisfied with their work and will want to be at it often. They will have a positive attitude to the work and not complain because they know what to do to bring out the best quality customers will appreciate. There is less friction between an employee and his supervisor when he knows how to do his work and he is doing it well. Insubordination will be highly reduced.

### **Government Policy and Human Capital Development in Education**

The junior secondary education is the last stage of the all-important Universal Basic Education. One of the key objectives of the Universal Basic Education (UBE) according to Obanya (2000) is to ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills as well the ethical, moral and civic values needed for laying a solid foundation for a life-long learning. Popola (2000: 44) further highlights the objectives of the UBE when he observed thus:

“The UBE scheme remains the most ambitious scheme of any government of the federation since independence, with a heroic mission to universalize access to basic education, engender a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time”.

The importance of teacher education and continuing education has been recognized by Tabotndip (2005) who noted that the quality and effectiveness of education system is a function of the competences, effectiveness, efficiency and devotion of the teaching force. On his apart, Ezeh (2004) agrees that teachers are the foundation upon which the growth and development of the society depend. Still appreciating the importance of the teachers, Idris (2001) pointed out that the wealth; growth and development of every nation rely on well motivated teachers.

The prominent role of teacher education has been adequately highlighted in the National Policy on Education (FRN 2004). The policy states in section 70(a): since no educational system may rise above the quality of its teacher; teacher education shall continue to be given major emphasis in all educational planning and development as provided in section 71(a – e) of the policy, teacher education shall:

- (a) produce highly motivated, conscientious and efficient classroom teacher for all levels of our educational systems;
- (b) encourage further the spirits of enquiry and creativity in teachers
- (c) help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals.
- (d) provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- (e) enhance teachers’ commitment to the teaching profession

From the above observation, it is clear that human capital development in education has been recognized by the National Policy of Education (2004), the Universal Basic Education Act (2004), and

the amended 1999 Constitution of the Federal Republic of Nigeria. This is why the UBE policy has provided for the in-service training of teachers in primary and junior secondary schools. Whether this provision is adequate or inadequate will be established by this study. It is important to note that when teachers and even other staff develop the following symptoms, training and development become necessary. The symptoms are:

- Lack of interest in the job
- Negative attitude towards work
- Low productivity
- Tardiness
- Excessive absenteeism
- Low quality outputs
- Excessive complaints/excuses
- High incidence of accidents
- Insubordination

**Methodology:** This study adopted a descriptive survey design. The survey sought the opinion of the respondents who were representatives of the study group on staff development. The population of this study was 3,510 person consisting of teachers that were drawn from the selected schools in six local government areas of Rivers State. The elements of the population included teachers drawn from urban and rural junior secondary schools in Rivers State.

From the foregoing therefore, 2,930 teachers were drawn from the urban schools and 580 from the rural schools, giving the universe of the study as 3,510 teachers. **Source:** Universal Basic Education Board.

The sample for this study was 702 teachers making 20% of the total population. In this regard, 586 teachers were drawn from the urban schools and 116 from the rural schools. A stratified random sampling technique was used in selecting the schools while the simple random sampling technique was used in selecting the teachers. The instrument that was used to elicit data is a self-constructed questionnaire titled Teacher Development Training Questionnaire (TDTQ). The questionnaire was divided into two sections (section A and B). Section A consisted of items on personal data while section B consist of items on the variables under investigation. The instrument was given to the supervisor and other experts in the university for validation. To ascertain the reliability of the instrument, a test-retest method was adopted. This involved the test re-test of the questionnaire on 20 persons who were not part of the sample group within two weeks interval. The two sets of scores were correlated using the Pearson's Product Moment Correlation Coefficient( $r$ ) and a reliability coefficient of 0.71 was obtained. The data from the instrument was collated and their means in relation to the demand of each research question will be found. The weighted mean was used to derive answers to the research questions. The means were further subjected to the z-test in order to test the hypotheses of the study at 0.05 level of significance.

## Presentation of Data

**Research Question One:** What are the available training programmes for junior secondary school?

**Table 1: Mean scores and Standard deviation on the available training programmes for junior secondary school teachers.**

| Items  | Rural        |             | Urban        |             | Aggregate           |          |
|--|--------------|-------------|--------------|-------------|---------------------|----------|
|  | $\bar{x}$    | SD          | $\bar{x}$    | SD          | $\bar{x}$ $\bar{x}$ | Decision |
| In-service training programmes are available for teachers.                           | 2.90         | 0.83        | 3.24         | 0.79        | 3.07                | Accept   |
| Workshops on innovative methods of teaching are provided for teachers.               | 2.62         | 0.71        | 2.96         | 0.90        | 3.16                | Accept   |
| Induction courses are organized for teachers.  | 3.10         | 0.77        | 3.21         | 0.78        | 3.35                | Accept   |
| Workshops on the writing of lesson notes are organized for teachers.                 | 3.27         | 0.86        | 3.42         | 0.74        | 2.95                | Accept   |
| Teachers are being sponsored for seminar/conferences annually.                       | 2.80         | 0.83        | 3.09         | 0.83        | 2.92                | Accept   |
| Workshops on classroom management are organized for teachers                         | 2.75         | 0.90        | 3.09         | 0.89        | 2.73                | Accept   |
| Workshops on the improvisation of instructional materials are provided for teachers. | 2.56         | 1.14        | 2.91         | 1.02        | 2.89                | Accept   |
| Teachers are being sponsored for further academic studies.                           | 2.81         | 1.44        | 2.98         | 1.29        | 2.91                | Accept   |
| <b>Total</b>   | <b>25.62</b> | <b>8.92</b> | <b>27.91</b> | <b>8.5</b>  |                     |          |
| <b>Average</b>   | <b>2.85</b>  | <b>0.99</b> | <b>3.10</b>  | <b>0.94</b> |                     |          |

Table 1 used a list of 9 items to examine the available training programmes for junior secondary school teachers in Rivers State.

A cursory look at the table shows that all the mean items were accepted by the respondents, as the training programmes that are available for teachers in junior secondary school in Rivers State.

This is because the mean items of both Rural (2.85) and Urban (3.10) were above the criterion mean of 2.50. The respondents agreed that in-service training programme on ICT, workshop on innovative methods of teaching, induction courses, workshops on lesson notes writing, workshops on classroom management, workshop on improvisation of instructional materials available to the teachers of junior secondary schools in Rivers State.

**Research Question Two:** How regular are the development programmes for the secondary school teachers?

**Table 2: Mean scores and Standard deviation on the regularity of the development programme for junior secondary school teachers.**

| S/N | Items                                       | Rural     |      | Urban     |      | Aggregate           |           |
|-----|---|-----------|------|-----------|------|---------------------|-----------|
|     |   | $\bar{x}$ | SD   | $\bar{x}$ | SD   | $\bar{x}$ $\bar{x}$ | Decision  |
| 1.  | Workshops on the method of teaching.        | 1.63      | 0.97 | 1.85      | 1.21 | 1.74                | Irregular |
| 2.  | Workshops on the use of ICT                 | 1.30      | 0.77 | 2.05      | 1.15 | 1.68                | Irregular |
| 3.  | Workshops on the teachers' job performance. | 1.14      | 0.62 | 2.04      | 1.23 | 1.59                | Irregular |



|    |   |              |             |              |             |      |           |
|----|---|--------------|-------------|--------------|-------------|------|-----------|
| 4. | Workshops on the use of instructional materials.      | 2.35         | 1.40        | 1.85         | 1.09        | 2.10 | Irregular |
| 5. | Workshops on the profession quality of teachers       | 1.51         | 1.03        | 1.67         | 1.09        | 1.59 | Irregular |
| 6. | Workshops on the communication skills of the teacher. | 2.44         | 1.29        | 1.88         | 1.16        | 2.16 | Irregular |
| 7. | Workshops on continuous assessments                   | 2.14         | 0.81        | 1.85         | 0.89        | 1.99 | Irregular |
| 8. | Workshops on examination supervision                  | 1.95         | 1.20        | 1.78         | 1.04        | 1.87 | Irregular |
|    | <b>Total</b>  | <b>14.46</b> | <b>8.09</b> | <b>14.98</b> | <b>8.86</b> |      |           |
|    | <b>Average</b>  | <b>1.81</b>  | <b>1.01</b> | <b>1.87</b>  | <b>1.11</b> |      |           |

Table 2 used a list of 8 items to examine the regularity of the available training programmes for junior secondary school teachers in Rivers State. A cursory look through the table shows that all the mean items were irregular; this is because all the mean items for both rural and urban were below the criterion mean of 2.50. The respondents agreed that workshops on the methods of teaching, workshops on the use of ICT, workshops on the use of instructional materials, workshops on the professional quality of the teachers, workshops on the communicational skills of the teachers and workshops on examination supervision and workshops on the continuous assessment were irregular.

**Research Question Three:** How does staff development contribute to junior secondary school goal attainment?

**Table 3: Mean scores and Standard deviation on the contribution of staff development to junior secondary school goal attainment.**

| S/N | Items   | Rural     |      | Urban     |      | Aggregate           |          |
|-----|---|-----------|------|-----------|------|---------------------|----------|
|     |   | $\bar{x}$ | SD   | $\bar{x}$ | SD   | $\bar{x}$ $\bar{x}$ | Decision |
| 1.  | Development programmes participated by teachers in your school have improved their academic ability.                      | 2.61      | 1.46 | 2.74      | 1.32 | 2.84                | Accept   |
| 2.  | Development programmes participated by teachers in your school have contributed to their professional competence          | 2.18      | 0.71 | 2.54      | 0.91 | 2.53                | Accept   |
| 3.  | Development programmes participated by teachers in your school have improved their work habits                            | 2.32      | 0.84 | 2.94      | 0.82 | 2.63                | Accept   |
| 4.  | Development programmes participated by teachers in your school have helped to improve teacher/learner relationships       | 3.13      | 0.87 | 3.08      | 0.81 | 3.11                | Accept   |
| 5.  | Development programmes participated by teachers in your school have helped teachers to work as a team                     | 3.05      | 0.92 | 2.90      | 0.80 | 2.98                | Accept   |
| 6.  | Development programmes participated by teachers in your school have facilitated constructive communication among teachers | 3.43      | 0.53 | 3.24      | 0.60 | 3.34                | Accept   |
| 7.  | Development programmes participated by  | 2.96      | 0.97 | 2.99      | 0.90 | 2.97                | Accept   |

|  |   |              |             |              |             |  |  |
|--|---|--------------|-------------|--------------|-------------|--|--|
|  | teachers in your school have strengthened the relationship of teachers with the school administration |              |             |              |             |  |  |
|  | <b>Total</b>  | <b>19.68</b> | <b>6.3</b>  | <b>20.44</b> | <b>6.17</b> |  |  |
|  | <b>Average</b>  | <b>2.81</b>  | <b>0.90</b> | <b>2.92</b>  | <b>0.88</b> |  |  |

Table 3 used a list of 7 items to examine the contribution of development programmes on junior secondary school goal attainment in Rivers State. The table shows that all the mean items were accepted by the respondents as the contribution of development training programmes to junior secondary school goal attainment in Rivers State. This is because all the mean item for both rural (2.81) and urban (2.92) were above the criterion mean of 2.50. Respondents agree that development programmes participated by teachers improved their academic ability, contributed to their professional competence, improved their work habits, helped to improve teacher/learner relationships, helped teachers to work as a team, have facilitated constructive communication among teachers and also strengthened the relationship of teachers with the school administration.

### Hypotheses

**H<sub>01</sub>:** There is no significant difference between the teachers of urban and rural in their mean rating of the training programmes that are available for teachers in junior secondary schools in Rivers State.

**Table 4: z-test analysis of difference in development programme available for teachers.**

| Location | N   | Mean | SD   | Level of Sig | df  | z-cal | z-crit | Decision              |
|----------|-----|------|------|--------------|-----|-------|--------|-----------------------|
| Rural    | 116 | 2.85 | 0.99 | 0.05         | 700 | 3.14  | 1.96   | Reject H <sub>0</sub> |
| Urban    | 586 | 3.01 | 0.94 |              |     |       |        |                       |

The result from table 4 showed that z-calculated (3.14) is greater than a critical (1.96) value at 0.05 level of significance. From the decision rule, (z-cal > z-critical), the null hypothesis was rejected. Therefore there is significant difference between the teachers of rural and urban schools in their mean rating of the training programmes that are available for teachers in junior secondary schools in Rivers State.

**Table 5: z-test analysis of difference in the regularity of the development programme for teachers.**

| Location | N   | Mean | SD   | Level of Sig | df  | z-cal | z-crit | Decision              |
|----------|-----|------|------|--------------|-----|-------|--------|-----------------------|
| Rural    | 116 | 2.77 | 1.16 | 0.05         | 700 | 2.87  | 1.96   | Reject H <sub>0</sub> |
| Urban    | 586 | 3.11 | 0.91 |              |     |       |        |                       |

The result from table 5 showed that z-calculated (2.87) is greater than z-critical (1.96) value at 0.05 level of significance. From the decision rule, (z-cal > z-critical), the null hypotheses was rejected. Therefore, there is significant difference between the teachers of rural and urban schools in their mean rating of regularity at which teachers participate in the training programmes in the junior secondary schools in Rivers State.

**H<sub>03</sub>:** There is no significant difference between the teachers of urban and rural schools in their mean rating of the contribution of teachers' development programmes to goal attainment in junior secondary schools in Rivers State.

**Table 6: z-test analysis of difference in the perception of the contribution of teachers' development programme to school goal attainment.**

| Location | N   | Mean | SD   | Level of Sig | df  | z-cal | z-crit | Decision              |
|----------|-----|------|------|--------------|-----|-------|--------|-----------------------|
| Rural    | 116 | 2.81 | 0.90 | 0.05         | 700 | 3.39  | 1.96   | Reject H <sub>0</sub> |
| Urban    | 586 | 3.01 | 0.85 |              |     |       |        |                       |

The result from table 6 showed that z-calculated (3.39) is greater than z-critical (1.96) value at 0.05 level of significance. From the decision rule, ( $z\text{-cal} > z\text{-critical}$ ), the null hypothesis was rejected. Therefore, there is significant difference between the teachers of rural and urban schools in their mean rating of contribution of teachers' development programmes to goal attainment in junior secondary schools in Rivers State.

### Summary of Findings

The findings of this study are summarized as follows:

1. Staff development training programmes are available for teachers in the junior secondary schools in Rivers State.
2. The available training programmes for teachers in JSS are irregular.
3. Teachers development training programmes contribute to their job performance and consequently, to junior secondary school goal attainment.
4. Development programmes participated by teachers in junior secondary schools were duly applied to their work.
5. Staff development programmes in junior secondary schools can be improved by including the teaching in the preparation of training programmes, payment of allowances on time etc. this is to bring teachers up to date with the ever-changing educational system.
6. There is a significant difference between the teachers in the urban and rural schools in their mean rating of the available training programmes for teachers in the junior secondary schools.
7. There is a significant difference between the teachers in the urban and rural schools in their mean rating of the regularity of training programmes for teachers in the junior secondary schools.
8. There is a significant difference between the teachers in the urban and rural schools in their mean rating of the contribution of training programmes to school goal attainment.

### Discussion of findings

#### Available training programmes for junior secondary school teachers

From the table above all the mean items were accepted by the respondents as available training programmes for junior secondary school teachers. This is because the mean item for both rural (2.85) and urban (3.10) teachers were above the criterion mean of 2.50. The respondents agreed that in-service training programme enhances teachers' productivity, workshops and ICT increases teachers' performance, workshop innovative methods of teaching gives confidence to teachers, induction courses, workshop on writing brings more experiences to teachers, workshops on classroom management, workshops on improvisation of instructional materials generate effectiveness. This results showed that training programmes are available for junior secondary school teachers but at variance with Orisa

(2011) who carried out a study on staff development in Enugu. His results showed that staff development programmes were not adequately available for secondary school teachers in Enugu State.

### **Regularity of training programmes in junior secondary schools**

From the table above, all the mean items were accepted by the respondents as regularity of training programmes in junior secondary school. This is because the mean item for both rural (1.81) and urban (1.85) teachers were below the criterion mean of 2.50. The respondents agreed that workshops on the methods of teaching, workshops on the use of ICT, workshops on the use examination supervision and workshops on the continuous assessment were irregular. This study support Fadigbe (2006) who carried out a study view of finding out the adequacy of staff development for teachers in junior secondary schools in Lagos State. The results of the study showed that school goal attainment depend largely on regular provision of development programmes.

### **Contribution of development programmes to goal attainment**

From the table above, all the mean items were accepted by the respondents as contribution of training programmes in junior secondary school. This is because the mean item for both rural (2.81) and urban (2.92) teachers were above the criterion mean of 2.50. Respondents agree that development programmes participated by teachers improve their academic ability, development programmes participated by teachers have contributed to their professional competence, development programmes participated by teachers have improved their work habits, development programmes participated by teachers have helped to improve teacher/learner relationship, development programme participated by teachers have helped teachers to work as a team, development programmes participated by teachers have facilitated constructive communication among teachers. Development programme participated by teachers have strengthened the relationship of teachers with the school administration. This study is in resonance with James (2006) in a study titled human capital development and goal attainment in Rivers State. Results revealed that staff development programmes will contribute to school goal attainment.

### **Conclusion**

The study looked at teacher development training programmes and junior secondary school goal attainment in Rivers State. The mean item for four research questions were above the criterion mean of 2.50 which indicates that respondents accepted all the questions formulated while the mean items for one research question was below the criterion mean which indicates that respondents responded negatively to the questions. Furthermore, all the null hypotheses formulated were rejected, meaning that there was significant difference between the teachers of urban and rural schools in their mean rating of the training programmes that are available for teachers in junior secondary schools in Rivers State, regularity at which teachers participate in the available retraining programmes, contribution of teachers' development programmes to goal attainment, level of application of available training programme for teachers, and ways to improve retraining programmes for teachers.

This research therefore concludes that teachers' development training programmes may be available but irregular in junior secondary schools in Rivers State. Teachers who have undergone one training or the other found it useful and applied it to their work but then, they seek more of these training to enable them meet up with the ever-changing and dynamic system. The element of development programmes for teachers cannot be over emphasized as it helps the teachers to meet up with global challenges.

### **Recommendations**

Based on the findings of this study, the followings are recommended;

- (i) In-service training programmes should be made available for teacher to keep them updated.
- (ii) Workshops and seminars for teachers should be carried out at least twice a year to keep them updated.
- (iii) Teacher should not rely only on the government or school administrators for development. They should seek ways for self-development so that can be relevant at all times.
- (iv) Teachers should be made to undergo compulsory training programme on the use of ICT. This is because the world is now a digital one and teachers should also upgrade to meet up with the fast-paced world.
- (v) Teachers should be sponsored to pursue for higher education.
- (vi) Study leaves with pay should be granted to teachers who want to pursue higher degrees.

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