

Evaluation of teachers' training and development programmes in secondary schools: Administrators' and teachers' perceptions

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ABSTRACT

Purpose: This study evaluates staff Training and Development Programmes (TDPs) in secondary schools based on the views of administrators and teachers. The research was implemented in public secondary schools in Cross River State, Nigeria.

Design/Methodology/Approach: The study adopted the survey research design with 5408 participants (administrators = 542; teachers = 4595). Four research questions guided the study. The Staff Training and Development Programmes Questionnaire (STDPQ) was used for data collection. Findings revealed essential areas of staff training and development.

Findings: Various methods are employed for staff training and development. The results further showed various constraints that impeded staff TDPs in secondary schools.

Conclusion: Based on the findings, it was concluded that staff in secondary schools have different training and development needs adjudged by both the principals and teachers as crucial for job enhancement. Various staff training and development methods can serve as valuable programmes to improve the current methods adopted.

Research Limitations and Implications: There are various limitations in this study such as the small scope which may affect the extent to which generalizations can be made. It is suggested that future studies focus on expanding the scope to other regions and nations.

Practical Implications: Despite the limitations, the study has made some advances to human capital and self-determination theories by providing findings. The findings of this study may direct the attention of curriculum planners, the government and school management to offer training and development opportunities based on the needs of teachers.

Contribution to Literature: The study has contributed to the literature on staff training and development which can constitute a basis for further research in related areas.

Keywords: Administrators, Programme evaluation, Secondary schools, Staff development, Staff training.

1. INTRODUCTION

The effectiveness of teachers in implementing pedagogical duties has been of considerable interest to scholars, parents and other interested practitioners. It has been noted that some students show a nonchalant attitude towards the maintenance of discipline in the classroom and school (Ballou & Springer, 2015; Mbon et al., 2020). Researchers have also observed teachers using teacher-centred and curriculum-centred approaches in the instructional process (Cassidy & Ahmad, 2021; Mälkki & Paatero, 2015; Tan, 2015; Wagner & Urhahne, 2021). Other scholars have attributed teachers' poor service delivery to "moonlighting" (Choudhary & Saini, 2021; Owan

et al., 2022; Šťastný, Chvál, & Walterová, 2021) (a situation where teachers are engaged in multiple schools (Jeong & Luschei, 2018) or jobs) (Mellor & Decker, 2020; Seidel, 2019). Different approaches are being implemented to ensure that instructors are motivated to carry out their duties. In the past, government in different countries have made efforts to renovate and build schools, provide instructional materials and remunerate teachers. Furthermore, it has been suggested that improving teachers' stress coping mechanisms, locus of control, engagement, placement, self-efficacy, retraining and motivation would improve their service discharge (Aduma et al., 2022; Elrayah, 2022; Owan et al., 2022).

Researchers constantly seek ways of improving teachers' effectiveness and emphasize the importance of teachers' training and development in most policy studies. Consequently, many researchers have made training and development in the last decade (Bubb & Earley, 2013; Dută & Rafaila, 2014; Gülşen, Ateş, & Bahadır, 2015; Hardy III, Day, & Arthur Jr, 2019; Hervie & Winful, 2018; Khan & Abdullah, 2019; Mollahoseini & Farjad, 2012)). Teachers' training and development programmes (TDPs) are intended to enhance teachers' effectiveness and ensure that they work according to prescribed guidelines. Teachers' TDPs are ingrained in the school system to improve existing teachers' knowledge, abilities, competencies and skills. They promote the acquisition, production, dissemination and transfer of new knowledge and skills to improve the school system.

Teachers' quality is fundamental to the sustainability and full integration of learners into their immediate environment (Owan, 2019). There is a need to improve and sustain teachers' quality through TDPs to meet society's present and future pedagogical needs and compete favourably with the rest of the world. Training is directed at solving the immediate needs of implementing changes and innovation in curricular and extracurricular activities or programmes in schools. Like every other project or programme (public or private), staff training or programmes at universities, colleges or institutes need to be evaluated to determine the quality of education offered by teachers. This should be done using the contemporary curriculum as a reference point when assessing the alignment of the lesson contents and experiences offered to trainee teachers. On the other hand, development programmes are designed to assist individual teachers in acquiring new skills and knowledge and increasing their competence levels (Musa, 2016). Development programmes are learning activities to prepare teachers for future roles and responsibilities, identify a long-term plan for the orderly placement of future administrators in leadership positions. Thus, development programmes are designed to equip the participants and beneficiaries with the conceptual skills needed to understand how the different components in the classroom and various sections, units or departments in the school system interrelate with and depend on one another.

The justification for teachers' TDPs abounds in the provisions of the human capital theory (Schultz, 1961). This theory establishes that more training leads to better work skills and can compensate for skill shortages. This study also derived its basis from the self-determination theory (Deci & Ryan, 1985) which suggests that individuals strive for growth, overcome challenges and acquire new experiences to develop a unified sense of self. In addition, intrinsic motivation plays a crucial role in people's desire to expand their job-related knowledge and enjoy the freedom of implementing their skills. The theory further indicates that people establish strong connections in their work environment, engage in decision-making, interact with colleagues and receive care and support.

Therefore, in-service training programs can offer employees a fresh perspective on their work, increase their competence and productivity and open doors to career advancement and promotion (Rana, Greenwood, & Henderson, 2022). The literature shows that in-service training and professional development programmes enhance teaching effectiveness (Aboyassin & Sultan, 2017; Anam & Lodhi, 2013; Owan et al., 2020). Research has also shown that teachers involved in staff preparation and development programmes were more productive than their counterparts who did not take part (Ekpoh, Edet, & Nkama, 2013). Research conducted in Pakistan found that training improved the confidence level of the teacher and teaching performance (Shaikh, Ghumro, Shah, Shaikh, & Afridi, 2011). Another study discovered a relationship between teachers' training and teaching effectiveness (Rahman, Jumani, Akhter, Chisthi, & Ajmal, 2011). Similarly, a study documented that teachers' performance was improved through regular in-service training, workshops, seminars and mentoring (Musa, 2016).

Another study revealed that higher education or training, in-service courses, participation in workshops, seminars and conferences were the staff development programmes that gave teachers opportunities to learn school management skills, evaluation techniques, academic achievement correlates and more expansive content areas of their subjects (Ngala & Odebero, 2010). In Imo State, Nigeria, a study concluded that teachers need training for sustainable, functional education, computer-assisted instructions, adaptation to learners' needs and improved quality in their teaching skills to meet the demands of teaching challenges in the 21st century (Ukaigwe & Adieme,

2018). Researchers have also found that stakeholders adopted seminars, on-the-job training and in-service training to train teachers (Yusuf & Fashiku, 2016). However, in Malaysia, a study indicated a weak correlation between teachers' in-service training and teaching skills and no relationship between teaching skills and students' achievement. Improving in-service training and teaching skills was recommended (Norwani, Daud, Mansor, & Yusof, 2017).

The literature review indicates that various efforts have been made concerning teachers' TDPs. The studies reviewed have exposed the researchers to coverage areas in this regard. However, a gap was identified in the literature to be filled by the present study. From the reviewed literature, no study seems to have been structured to evaluate staff TDPs based on school administrators' and teachers' perceptions. There is a need to understand the views of both school leaders and teachers on TDPs. Principals are often involved in designing and preparing staff development programmes (Bansilal, Goba, Webb, James, & Khuzwayo, 2012; Leaders, 2018). This usually takes the form of teachers' opinions and satisfaction surveys (Reeves & Pedulla, 2011; Wang & Huang, 2016).

On the contrary, principals or school leaders at the forefront of organizing these TDPs have often been ignored in most of the previous studies. Principals' perceptions may affect the type or quality of training and development opportunities they provide to teachers. There is also a possibility of misalignments in teachers' training needs and desires and the actual exposures (as documented in Heyd-Metzuyanim, Munter, and Greeno (2018); Stevenson, VanLone, and Barber (2020)) could result from administrators' perceptions of teachers' training needs. Thus, it is crucial to determine if administrators' views on staff TDPs differ from teachers.

Previous studies did not specifically focus on evaluating the programmes of staff training and development needs, reasons for, essential areas and constraints of staff TDPs. It is essential to understand the training needs of teachers based on a data-driven evaluation. This will be useful to teacher-training institutions, policymakers, curriculum developers, retraining programme designers and other stakeholders to plan their strategies and devote resources to these needs rather than relying on their assumptions and perspectives. Effective TDPs can only be provided based on inclusive opinions and shared views among all relevant stakeholders. Therefore, past studies focusing only on teachers' perceptions may not fully address the issues revolving around teachers' training and development. Staff training and development programmes were conceived because they supplement the skills of already-employed teachers based on social, technological, political, religious and economic dynamics.

An attempt to understand the problem or propose a solution should first consider the underlying issues about the effectiveness of some teachers in secondary school. These are some fundamental questions: How were the teachers prepared or trained for the job? Could their observed and documented ineffectiveness be linked to the quality of their training? When were they trained? What has changed in pedagogy since they were trained and what is required today? Has there been development or career advancement opportunities to adjust their skills and methods to suit the modern world? Besides, the effectiveness of teacher training programmes have been evaluated in different parts of the world (Brantlinger et al., 2022; Grey, Honan, McClean, & Daly, 2005; Hsu & Lin, 2020; Kazu & Demiralp, 2016; Leńko-Szymańska, 2014) which shows the importance of staff development programmes in redefining and realigning the skills of teachers to the current needs of society. The perceptions of school leaders and teachers are based on the gaps in the literature. This research was undertaken to specifically evaluate:

- i. The training needs of teachers in secondary schools.
- ii. Methods of staff training and development in secondary schools.
- iii. The reasons for adopting staff TDPs in secondary schools.
- iv. The constraints of staff TDPs in secondary school.

2. METHODS

2.1. Research Design and Context

The study adopted a survey research design aimed at determining the perception of school leaders and teachers regarding staff TDPs when it was conducted. This study was conducted in Cross River State, Nigeria. Cross River State has eighteen (18) local government areas with three (3) senatorial districts (the Southern, the Central and the Northern senatorial districts).

2.2. Study Participants

This study's population comprised 271 principals, 542 deputy principals and 9,189 teachers, spread across 271 public secondary schools in 18 local government areas of Cross River State, Nigeria (see Table 1). The researchers stratified the population of the study into three strata (principals = stratum 1; vice-principals = stratum 2; teachers = stratum 3). The number of participants in the first two strata was relatively small and manageable, so the researchers recruited all of them for the study. In the third stratum, the researchers adopted a simple random sampling technique to select 4,595 teachers representing 50% of the teachers' population. For each LGA, it must be noted that 50% of the teachers were selected (so that the sample contains participants in the same proportion as represented in the population) and 100% of principals and vice-principals, respectively (see Table 2).

Table 1. Population distribution of the study showing the number of targeted respondents.

S/N	Local government areas (LGAs)	Number of schools	Number of principals	Number of vice-principals	Number of teachers	Total participants per LGA
1	Abi	12	12	24	444	480
2	Akamkpa	19	19	38	551	608
3	Akpabuyo	7	7	14	259	280
4	Bakassi	3	3	6	101	110
5	Bekwara	7	7	14	259	280
6	Biase	18	18	36	540	594
7	Boki	29	29	58	899	986
8	Calabar municipality	16	16	32	656	704
9	Calabar South	8	8	16	382	406
10	Etung	11	11	22	407	440
11	Ikom	17	17	34	629	680
12	Obanliku	14	14	28	406	448
13	Obubra	16	16	32	512	560
14	Obudu	25	25	50	775	850
15	Odukpani	17	17	34	561	612
16	Ogoja	16	16	32	592	640
17	Yakurr	16	16	32	576	624
18	Yala	20	20	40	640	700
	Total	271	271	542	9189	10002

Source: Department of planning, research and statistics, Cross River state secondary education board (2009).

2.3. Instrument for Data Collection

The Staff Training and Development Programmes Questionnaire (STDPQ) were used for data collection. The researchers designed the instrument (STDPQ) using extensive scientific and scholarly reports and input from a focus group of 10 experts in educational management. The researchers compiled the ideas and inputs derived from these sources. The initial draft of the instrument comprised a pool of 75 items across four domains. Copies of the questionnaire were submitted to nine independent expert assessors for face and content validity. This team of assessors consisted of educational planning (n = 4) and psychometrics (n = 5) drawn from two public universities in Nigeria. Their role was to indicate the extent to which the assembled items were clear, relevant, representative and comprehensive in measuring the targeted domain. Their ratings of clarity and relevance were used to compute the item, domain and scale content validity indices.

The quantification process followed the recommendations of other scholars (Lynn, 1986; Zamanzadeh et al., 2015); items with a content validity index of 0.80 and above were considered relevant and clear; items with indices from 0.75 to 0.79 were revised and items with indices below .75 were eliminated. Eleven items were eventually eliminated for having content validity indices below the acceptable threshold resulting in a 64-item questionnaire (with scale content validity indices of 0.91 and 0.87, respectively for clarity and relevance). The final version of the instrument was structured into five sections, A, B, C, D and E. Section A was designed to collect personal data (sex, age and years of experience) from school administrators and teachers. Sections B, C, D and E were designed with

such response options as strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) to collect data regarding programmes for, reasons for, areas of and constraints of staff training and development in secondary schools. Programmes for staff training and development, reasons for adopting staff *TDPs*, areas requiring staff training and development and constraints of staff *TDPs* had 19, 23, 15 and 7 items, respectively. Three experts in the department of educational management and three other experts in measurement and evaluation from the University of Calabar were consulted to ensure that the instrument was content-and face-validated.

Table 2. Sample distribution of the study.

S/N	LGAs	Principals (100%)	V. principals (100%)	Teachers (50%)	Total
1	Abi	12	24	222	258
2	Akamkpa	19	38	276	333
3	Akpabuyo	7	14	130	151
4	Bakassi	3	6	51	60
5	Bekwara	7	14	130	151
6	Biase	18	36	270	324
7	Boki	29	58	450	537
8	Calabar municipality	16	32	328	376
9	Calabar South	8	16	191	215
10	Etung	11	22	204	237
11	Ikom	17	34	315	366
12	Obanliku	14	28	203	245
13	Obubra	16	32	256	304
14	Obudu	25	50	388	463
15	Odukpani	17	34	281	332
16	Ogoja	16	32	296	344
17	Yakurr	16	32	288	336
18	Yala	20	40	320	380
Total		271	542	4595	5408

2.4. Data Collection and Analysis Procedure

The researchers enlisted the aid of seven trained research assistants to distribute copies of the questionnaire to participants across all eighteen local government areas in Cross River State. All questionnaires were completed and returned resulting in a 100% response rate. In scoring responses, nominal values of 4, 3, 2, and 1 were assigned to responses indicating strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) respectively for positive items. Negative items were reverse-coded. The mean and standard deviation were used to answer all the research questions. The decision point was 2.5 which was determined by computing the average of the weightings allocated to all available response options $[(4+3+2+1)/4]$. With this decision point, responses were categorized into four levels: very great extent (mean values between 3.50 – 4.0), great extent (mean values between 3.00 – 3.4), moderate extent (mean values between 2.50 – 2.99) and low extent (mean values below 2.50) for the measured domain.

3. RESULTS

3.1. Training Needs of Teachers in Secondary Schools

Table 3 shows that administrators generally perceive teachers' training needs ($M = 3.42, SD = 0.52$). Specifically, administrators' perception of teachers' training needs in the schools was for communication skills ($M = 3.51, SD = 0.51$), Information and Communication Technology (ICT) skills ($M = 3.71, SD = 0.46$), value diversity of the students ($\bar{x} = 3.51 \pm 0.51$), quality assurance practice ($M = 3.53, SD = 0.51$), human relations ($M = 3.52, SD = 0.51$), risk management ($M = 3.53, SD = 0.51$), training on the utilisation of instructional materials ($M = 3.52, SD = 0.51$), student personnel management ($M = 3.71, SD = 0.46$) and school-community relations ($M = 3.67, SD = 0.53$). The analysis also shows that administrators had a high perception of the training needs of teachers in the following areas: students' needs ($M = 3.49, SD = 0.52$), ethics ($M = 3.46, SD = 0.50$), training on sexual harassment ($M = 3.48, SD = 0.51$) and classroom management ($M = 3.48, SD = 0.51$). The result also indicated that school administrators perceived moderate training needs for teachers in school administration ($M = 3.34, SD = 0.78$) and on avoidance of

assault ($M = 2.66$, $SD = 0.061$). On the part of teachers, the analysis indicated that they had a high general perception of their training needs ($M = 3.19$, $SD = 0.80$). Teachers in the schools had a good perception of their training needs in the areas of ICT skills ($M = 3.41$, $SD = 0.78$), value diversity of the students ($M = 3.25$, $SD = 0.83$), quality assurance practice ($M = 3.25$, $SD = 0.85$), school administration ($M = 3.24$, $SD = 0.84$), human relations ($M = 3.28$, $SD = 0.83$), training on avoidance of assault ($M = 3.25$, $SD = 0.85$), training on sexual harassment ($M = 3.25$, $SD = 0.84$), classroom management ($M = 3.41$, $SD = 0.76$), risk management ($M = 3.41$, $SD = 0.76$), training on the utilisation of instructional materials ($M = 3.24$, $SD = 0.84$), student personnel management ($M = 3.22$, $SD = 0.85$) and school-community relations ($M = 3.40$, $SD = 0.80$). Figure 1 illustrates the training needs of secondary school teachers.

Table 3. Administrators' and teachers' perceptions of the areas requiring staff training and development.

Items	Administrators (N = 813)			Teachers (N = 5408)		
	M	SD	Remark	M	SD	Remark
Communication skills	3.51	0.51	VH	2.73	0.75	M
ICT skills	3.71	0.46	VH	3.41	0.78	H
Students' needs	3.49	0.52	H	2.72	0.74	M
Value diversity of the students	3.51	0.51	VH	3.25	0.83	H
Ethics	3.46	0.50	H	2.72	0.72	M
Quality assurance practice	3.53	0.51	VH	3.34	0.78	H
School administration	2.67	0.62	M	3.24	0.84	H
Human relations	3.52	0.51	VH	3.28	0.83	H
Assault management	2.66	0.61	M	3.25	0.85	H
Sexual harassment	3.48	0.51	H	3.25	0.84	H
Classroom management	3.48	0.51	H	3.41	0.76	H
Risk management	3.53	0.51	VH	3.41	0.76	H
The utilisation of instructional materials	3.52	0.51	VH	3.24	0.84	H
Student personnel management	3.51	0.52	VH	3.22	0.85	H
School-community relations	3.67	0.53	VH	3.40	0.80	H
Average	3.42	0.52	H	3.19	0.80	H

Note: VH = Very high; H = High; M = Moderate.

3.2. Methods of Staff Training and Development in Secondary Schools

Table 4 contains the mean and standard deviation of administrators' and teachers' perceptions of the methods required to train and develops staff in secondary schools.

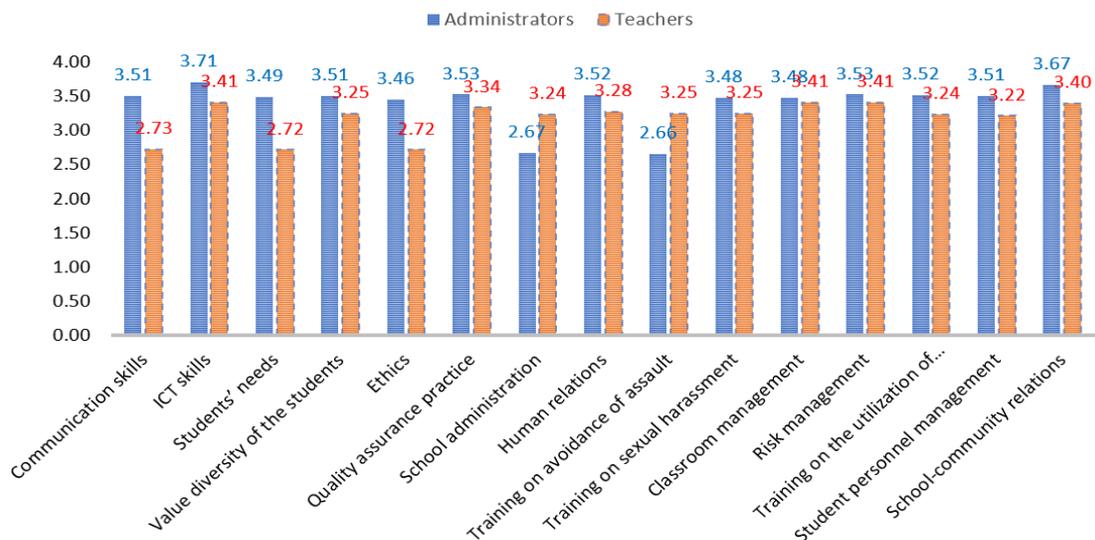


Figure 1. A Bar chart showing administrators' and teachers' perceptions of the areas requiring staff training and development.

Table 4 indicates that administrators and teachers held moderate views about the methods needed to train staff in secondary schools. Principals and teachers held moderate views about on-the-job training, on-the-job development, mentorship, in-service training, individual study, refresher courses, workshops, seminars, conferences, delegation of responsibilities, group discussion, understudy, computer-based training, vestibule training and case study as the methods required for training. There were variations in principals' views regarding required training methods such as stimulation, coaching and sensitivity training. However, the administrators and teachers did not perceive job rotation as a required training method for secondary school teachers. The results in Table 4 are further illustrated graphically in Figure 2.

Table 4. Administrators' and teachers' perceptions of the programmes for staff training and development.

Items	Administrators (N = 813)			Teachers (N = 5408)		
	Mean	SD	Remark	Mean	SD	Remark
On-the-job training	2.76	1.09	M	2.67	1.10	M
On-the-job development	2.76	1.11	M	2.66	1.12	M
Mentorship	2.72	1.11	M	2.65	1.10	M
In-service training	2.76	1.08	M	2.67	1.09	M
Individual study	2.74	1.07	M	2.66	1.10	M
Refresher course	2.80	1.08	M	2.67	1.12	M
Workshop	2.74	1.10	M	2.66	1.12	M
Seminar	2.74	1.11	M	2.66	1.11	M
Conference	2.79	1.10	M	2.67	1.10	M
Delegation of responsibilities	2.85	1.06	M	2.67	1.11	M
Stimulation	2.48	1.12	M	2.49	1.12	L
Coaching	3.02	0.95	H	2.75	1.07	M
Sensitivity training	2.45	1.14	L	2.51	1.12	M
Group discussion	2.66	1.11	M	2.70	1.11	M
Understudy	2.70	1.09	M	2.67	1.10	M
Computer-based training	2.68	1.10	M	2.71	1.10	M
Vestibule Training	2.62	1.14	M	2.69	1.11	M
Job rotation	2.46	1.10	L	2.47	1.12	L
Case study	2.59	1.10	M	2.50	1.12	M
Average	2.70	1.09	M	2.64	1.11	M

Note: H = High; M = Moderate; L = Low.

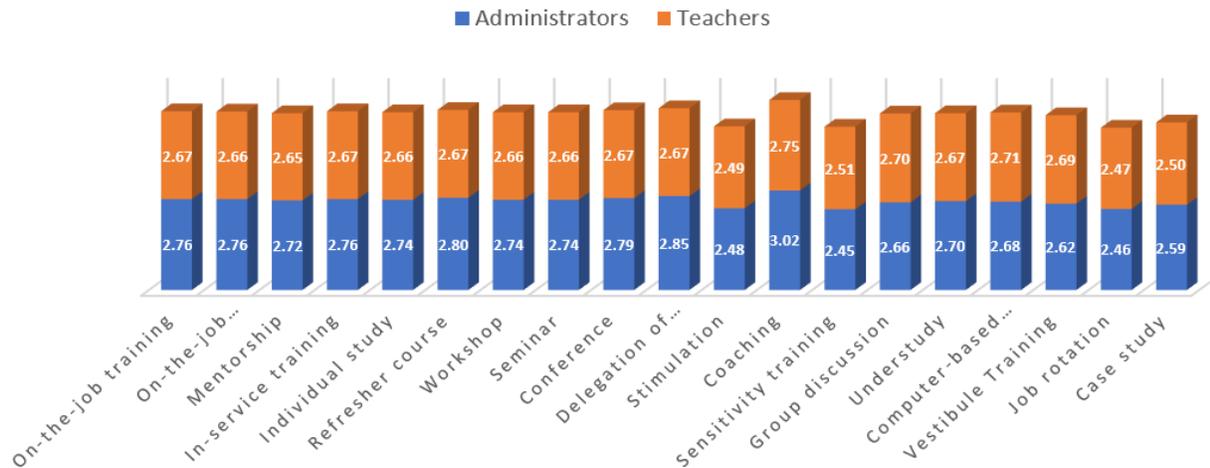


Figure 2. A bar chart showing the ratings of the perceived programmes for staff training and development in secondary schools based on administrators' and teachers' perceptions.

3.3. Reasons for Adopting Staff TDPs in Secondary Schools

Table 5 presents the mean and standard deviation of the ratings of principals and teachers on the reasons for adopting staff training and development programmes in secondary schools. Administrators and teachers held moderate perceptions about the reasons for adopting staff training and development programmes in secondary schools. The result is illustrated pictorially in Figure 3.

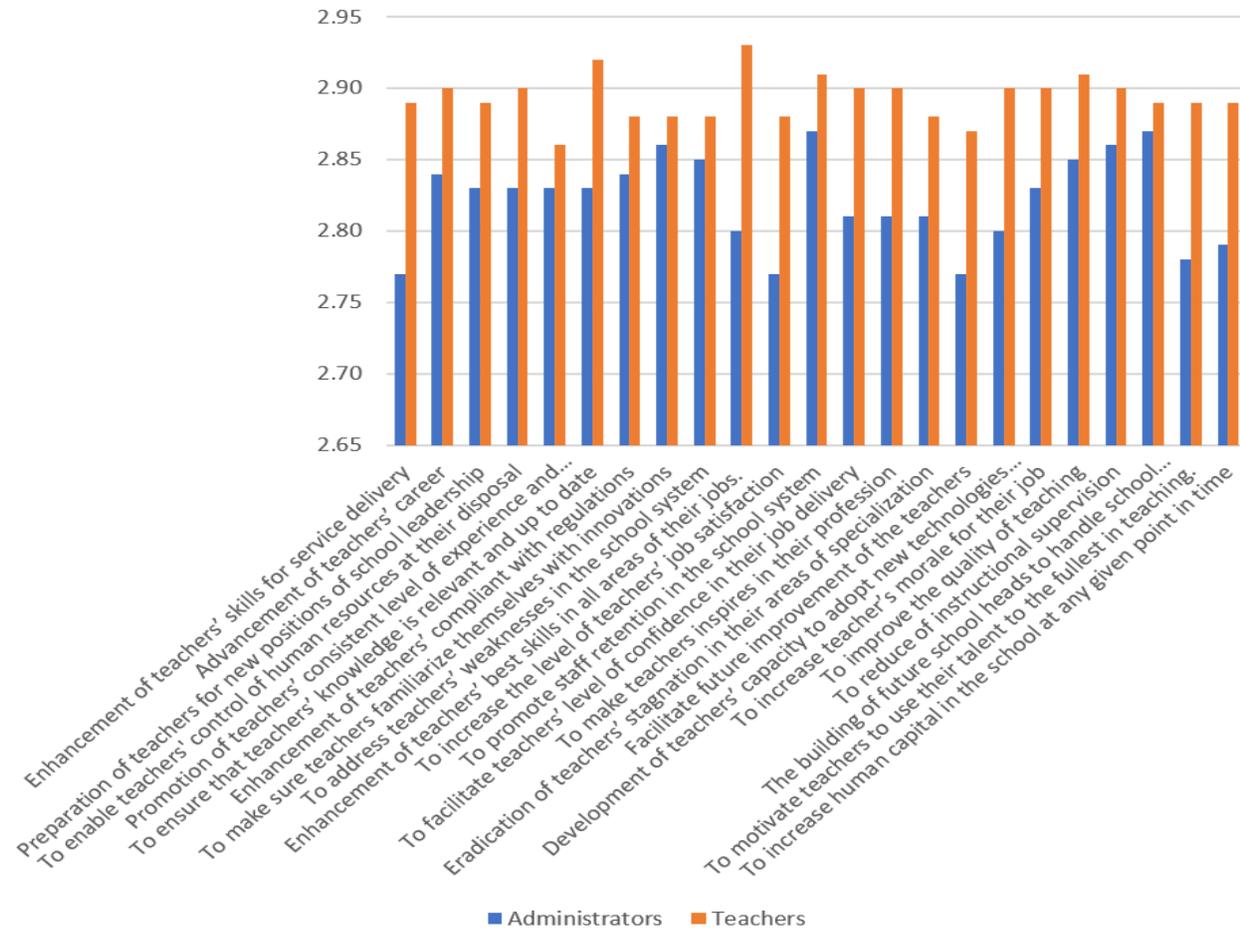


Figure 3. Bar chart showing the rating of the reasons for the adoption of staff TDPs in secondary schools based on administrators' and teachers' perceptions.

Table 5. Administrators' and teachers' perceptions of the reasons for the adoption of staff TDPs in secondary schools.

Items	Administrators (N = 813)			Teachers (N = 5408)		
	Mean	SD	Remark	Mean	SD	Remark
Enhancement of teachers' skills for service delivery.	2.77	1.08	M	2.89	1.04	M
Advancement of teachers' careers.	2.84	1.08	M	2.90	1.06	M
Preparation of teachers for new positions in school leadership.	2.83	1.05	M	2.89	1.05	M
To enable teachers' control of the human resources at their disposal.	2.83	1.07	M	2.90	1.03	M
Promotion of teachers' consistent level of experience and knowledge.	2.83	1.10	M	2.86	1.05	M
To ensure that teachers' knowledge is relevant and updated.	2.83	1.08	M	2.92	1.04	M
Enhancement of teachers' compliance with regulations.	2.84	1.07	M	2.88	1.04	M
To make sure teachers familiarise themselves with innovations.	2.86	1.05	M	2.88	1.04	M

Items	Administrators (N = 813)			Teachers (N = 5408)		
	Mean	SD	Remark	Mean	SD	Remark
To address teachers' weaknesses in the school system.	2.85	1.05	M	2.88	1.05	M
Enhancement of teachers' best skills in all areas of their jobs.	2.80	1.11	M	2.93	1.05	M
To increase the level of teachers' job satisfaction.	2.77	1.10	M	2.88	1.05	M
To promote staff retention in the school system.	2.87	1.06	M	2.91	1.06	M
To facilitate teachers' level of confidence in their job delivery.	2.81	1.09	M	2.90	1.05	M
To make teachers inspired in their profession	2.81	1.08	M	2.90	1.05	M
Eradication of teachers' stagnation in their areas of specialisation.	2.81	1.08	M	2.88	1.04	M
Facilitate the future improvement of the teachers.	2.77	1.06	M	2.87	1.04	M
Development of teachers' capacity to adopt new technologies and methods.	2.80	1.08	M	2.90	1.05	M
To increase teacher's morale for their job.	2.83	1.11	M	2.90	1.04	M
To improve the quality of teaching.	2.85	1.06	M	2.91	1.04	M
To reduce instructional supervision.	2.86	1.05	M	2.90	1.05	M
The building of future school heads to handle school administrative matters.	2.87	1.04	M	2.89	1.04	M
To motivate teachers to use their talent in teaching.	2.78	1.08	M	2.89	1.04	M
To increase human capital in the school at any given point in time.	2.79	1.07	M	2.89	1.05	M
Average	2.82	1.07	M	2.89	1.04	M

Note: M = Moderate.

3.4. Constraints of Staff TDPs in Secondary School

Table 6 presents evidence of administrators' and teachers' mean ratings and standard deviations on secondary school staff training and development constraints. The analysis indicated that administrators and teachers shared similar views of high rates of staff training and development constraints both generally and specifically in all the areas assessed. The result of the analysis is illustrated in Figure 4.

Table 6. Administrators' and teachers' perceptions of the constraints of staff TDPs.

Items	Administrators (N = 813)			Teachers (N = 5408)		
	Mean	SD	Remark	Mean	SD	Remark
Inadequate funding	3.16	0.93	H	3.08	0.96	H
Inadequate facilities	3.14	0.90	H	3.10	0.95	H
Poor organisation of TDPs	3.15	0.91	H	3.07	0.96	H
Management ineffectiveness	3.13	0.90	H	3.06	0.97	H
Inconsistency in the TDPs	3.13	0.95	H	3.07	0.97	H
Poor attitude of the teachers to TDPs	3.15	0.93	H	3.08	0.97	H
Poor commitment on the part of the training personnel	3.15	0.90	H	3.07	0.96	H
Diversification of funds	3.14	0.95	H	3.09	0.96	H
Malpractice	3.19	0.92	H	3.09	0.97	H
Lack of adequate monitoring or supervision	3.17	0.90	H	3.08	0.96	H
Emphasis on certificate	3.16	0.93	H	3.07	0.97	H
Lack of desire for training	3.13	0.90	H	3.04	0.97	H
Low financial support for trainees	3.18	0.91	H	3.07	0.95	H
Average	3.15	0.92	H	3.07	0.96	H

Note: H = High.

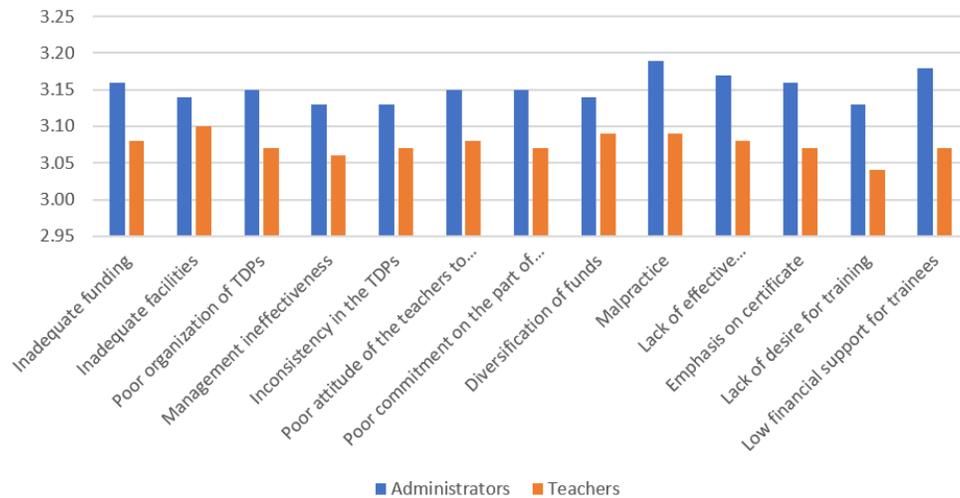


Figure 4. A bar chart showing the rating of the constraints of staff TDPs in secondary schools based on administrators' and teachers' perceptions.

3.5. Inferential Analysis of the Difference in the Perception of Administrators and Teachers of Staff Training and Development Programmes

Having explored administrators' and teachers' perceptions of staff training and development programmes, these views were generally subjected to inferential analyses to compare the views of administrators and teachers. An independent sample t-test analysis was performed to compare the perceptions of both the administrators and teachers in areas such as training needs, methods of staff training, reasons for adopting staff training and the challenges of staff training and development in secondary schools. The result of the analysis presented in Table 7 indicates that there was a significant difference between the perceptions of administrators and teachers on the training needs of teachers ($t(6219) = 16.35, p < 0.001$; methods of staff training, $t(6219) = 4.83, p < 0.001$; reasons for adopting staff training $t(6219) = 3.66, p < 0.001$; and the challenges of staff training and development, $t(6219) = 3.77, p < 0.05$).

Table 7. Independent t-test of the difference in administrators' and teachers' perceptions of staff training and development programmes.

Areas of staff TDPs	Respondent	N	M	SD	MD	T
Training needs for teachers	Administrators	813	51.26	2.20	3.39	16.35***
	Teachers	5408	47.87	5.84		
Method of staff training	Administrators	813	51.32	7.62	1.19	4.83***
	Teachers	5408	50.14	6.36		
Reasons for adopting staff training	Administrators	813	64.91	11.72	1.65	3.66***
	Teachers	5408	66.56	12.04		
Challenges of staff training and development	Administrators	813	40.98	6.88	1.01	3.77***
	Teachers	5408	39.98	7.14		

Note: ***Significant at $p < 0.001$; $df = 6219$. MD = Mean difference.

4. DISCUSSION

This study established that administrators and teachers generally had high perceptions of teachers' training needs. The responses suggest that staff require training in communication skills, ICT skills, students' needs and the value of diversity among the students, ethics, quality assurance practice, school administration, human relations and training on the avoidance of assault. Other areas requiring staff training include sexual harassment, classroom management, risk management, training on the utilisation of instructional materials, student personnel management and school-community relations based on the perceptions of administrators and teachers. These results explained that teachers and their administrators acknowledge skill deficiencies among teachers. For administrators, these results seem normal because they are instructional supervisors and should be aware of the instructional competencies of teachers and where they need training for improvement. Administrators have noted during instructional supervision that teachers have difficulties dealing with students in the classroom, have issues

delivering delegated administrative roles and have problems using ICT-based instructional approaches. This is established in the evidence provided by researchers (Aboyassin & Sultan, 2017; Anam & Lodhi, 2013; Owan et al., 2020) that in-service training and professional development programmes enhance teaching effectiveness. It is expected that if they observe gaps in what teachers are expected to do and what they do in the system, they will tend to perceive that teachers need training in those areas. This is explained by the provisions of the human capital theory (Schultz, 1961). This theory establishes that more training leads to better work skills and can compensate for skill shortages.

On the other hand, the high perception of teachers about their training needs in schools seems justified. Although teachers often express defensive behaviour (Krupić, Križanić, & Corr, 2016; Sivakumar & Arun, 2019).

A similar perception among administrators implies that the identified training areas are critical for their development. This result does not imply that administrators and teachers have the same propensity to rate their support for or disfavour of training needs, owing to the significant difference revealed by the independent t-test analysis. A possible explanation for this result may be that school teachers encourage personal growth and improvement. School administrators adopt human-oriented leadership approaches that promote interpersonal relationships. Teachers are willing to express the actual state of performance less defensively. This agrees with the self-determination theory that people are actively directed towards growth and that gaining mastery over challenges and taking in new experiences are essential for developing a cohesive sense of self (Deci & Ryan, 1985). The theory also holds that people are primarily motivated internally or intrinsically by a need to gain more knowledge for their job and freedom in applying their skills. The theory also stated that people have a primary propensity to forge interconnections in their work environment, interact with people, be involved in decision-making and be supported. It implies that teachers can express their skills inadequacy when internally motivated for proficiency and professional improvement and when the school environment promotes interpersonal relationships through participatory leadership. Therefore, training teachers in these areas may constitute the sine qua non for their job effectiveness. This result is not surprising because teachers need TDPs to acquire technical, human and conceptual skills to discharge their assigned responsibilities, use the available teaching facilities and handle future administrative roles and responsibilities. Computer-based training was rated by school administrators as the most outstanding programme of staff training and development. Computer literacy is inevitable for all teaching staff in the school system to enforce blended learning (a combination of online and classroom learning). This result aligns with Akinnubi, Sule, and Yisa's (2012) finding that a significant relationship existed between computer literacy and teachers' job effectiveness. Undoubtedly, the computer, (a crucial technological component) that facilitates information communication has been regarded as inevitable in the modern educational system. Teachers who implement the school curriculum need computer-based training to enhance their effectiveness in meeting global best practices.

This study also established that administrators and teachers perceived on-the-job training, on-the-job development, mentorship, in-service training, individual study, refresher courses, workshops, seminars, conferences, delegation of responsibilities coaching, group discussion, understudy, computer-based training, vestibule training and case studies as methods that can be used for staff training and development. However, stimulation was viewed by administrators but not teachers as a training method for staff development. On the contrary, sensitive training was viewed by teachers but not administrators as a method for staff training and development in secondary schools. Both administrators and teachers shared similar views that job rotation is not a required staff training and development method in secondary schools. There are similarities or agreements in most areas between teachers and administrators but significant mean differences exist between teachers and principals on staff training and development methods in secondary schools. The agreement of the school administrators and teachers that on-the-job training is a method of training for teachers' job effectiveness is in line with the results of Yusuf and Fashiku (2016) who found that on-the-job training was among the critical programmes adopted by stakeholders to train teachers to be effective in their profession. The finding indicates that teachers' job effectiveness is influenced by the types of TDPs they receive. Training improves the quality of pedagogy, teachers' skills and knowledge of using modern instructional facilities, adhering to school rules and regulations and implementing innovations in the curriculum.

This finding is consistent with the conclusions of Rana et al. (2022) that in-service training programs can foster employees' renewed interest in their work, enhance their competence and productivity and offer opportunities for career growth and promotion, regardless of whether they are administrative, technical or professional staff.

However, the present study's finding is a deviation from the study conducted by [Norwani et al. \(2017\)](#) with the result indicating a weak correlation between teachers' in-service training and teaching skills. There is another positive perception among school administrators and teachers that on-the-job development is an essential method of developing programmes. This supports [Musa's \(2016\)](#) finding that teachers' development programmes assist teachers in the school organisation to acquire new skills and knowledge, increase competence levels and grow professionally. The study results further revealed that school administrators viewed mentorship, individual study, refresher courses, workshops, seminars, conferences, delegation of responsibilities, coaching, group discussion, understudy and vestibule training methods as *TDPs* for teachers. When teachers are exposed to these methods or training, they become effective in their skills, knowledge, abilities and competence. However, school administrators did not perceive stimulation, sensitivity training, job rotation or case study methods in teachers' *TDPs*. Their disagreement with stimulation, sensitivity training, job rotation and case study as methods of *TDPs* is attributed to the fact that these methods are not standard practices for the training and development of secondary school teachers in the study area. This study found that administrators and teachers perceived that the reasons listed in [Table 5](#) are important for secondary school staff training and development programmes. Despite the respondents' reasons for staff training, the principal's perceptions differed significantly from teachers. This finding has implications for the training contents and materials provided by planners or designers to meet these reasons. For instance, practical training and development programmes help teachers get acquainted with the desired new technological advancement, gain full command of the competencies and skills required to perform at a particular job and avoid on-the-job errors and mistakes ([Asuquo & Okon, 2020](#)).

Administrators and teachers shared similar views on the constraints of secondary school staff training and development programmes. These constraints include inadequate funding, inadequate facilities, poor organisation of *TDPs*, management ineffectiveness, inconsistency in the *TDPs*, poor attitude of the teachers to *TDPs*, poor commitment on the part of the training personnel, diversification of funds, malpractice, lack of effective monitoring or supervision, emphasis on a certificate, lack of desire for training and low financial support for trainees. Despite the similarity, principals differed significantly from teachers in terms of their mean response rate to the challenges of staff training and development programmes. These results support the findings of [Asuquo and Okon \(2020\)](#) who identified inadequate funding, facilities, human resources and poor planning and financial management as the challenges in teachers' capacity-building administration. The agreement of school administrators with the constraints of teachers' *TDPs* holds because the underfunding of education is the primary cause of other problems such as inadequate facilities and the poor motivation of the trainers and trainees. *TDPs* always suffer from poor organisation, inconsistency and management ineffectiveness.

4.1. Limitations and Implications for Further Research

This study has theoretical, practical and research implications for staff training and development. The study has made some advances in the human capital and self-determination theories by providing findings that support the critical tenets of these theories from another perspective. The study has practical implications as the results have revealed some key areas of staff training and development based on the shared views of institutional leaders and teachers. This may direct the attention of curriculum planners, the government and school management to offer training and development opportunities based on the needs of teachers. The study also revealed some appropriate methods for training administrators and students. Beyond the training need, respondents have also rated the training methods as offering programme designers a pool of options to choose from when organising such programmes. The challenges of staff training and development revealed in this study may enable the public, school administrators, the government, programme designers and implementers to continually strengthen these areas of weakness for optimal performance or effectiveness of training and programmes in secondary schools. The study has contributed to the literature on staff training and development which can constitute a basis for further research in related areas. It is suggested that future studies focus on expanding the scope to other regions and nations. Large-scale cross-cultural and cross-country studies are also suggested in this area for a universal understanding and to strengthen the weaknesses of the present study.

5. CONCLUSION

This study aimed to evaluate staff training and development programmes in secondary schools based on the views of administrators and teachers. The study used the quantitative research method. Based on the results of this

study, it has been concluded that staff in secondary schools have different training and development needs adjudged by both the principals and teachers as crucial for job enhancement. Various staff training and development methods can serve as valuable programmes to improve the current methods adopted. Several fundamental reasons abound for staff training and development which can improve the quality of training and development opportunities offered to staff in secondary schools. Despite these insights, several challenges mitigate the design, organisation and effectiveness of staff training and development programmes. These challenges must be taken into consideration to continuously improve staff TDPs.

6. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Every training and development programme organised for teachers should be based on what is available globally to help both teachers and students meet the requirements of international standards.
2. Adequate funds, a training or development period and personnel must be available for teachers undergoing TDPs.
3. The government and other stakeholders in the educational sector should ensure improvement and sustainability regarding mechanisms for effective monitoring and supervision of teachers' TDPs.
4. Serving teachers should be encouraged to participate in TDPs to acquaint them with innovation in pedagogy and technological advancement in the educational system.
5. The government and other stakeholders in the education sector should be committed to providing quality, equipment and human resources for effective TDPs for teachers.

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CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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AUTHORS' CONTRIBUTIONS

All authors contributed equally to the conception and design of the study.

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