

PERCEIVED INFLUENCE OF STAFF DEVELOPMENT PROGRAMMES ON THE EFFECTIVE PERFORMANCE OF TEACHERS IN COLLEGES OF EDUCATION IN DELTA STATE, NIGERIA*

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Abstract

The study examined the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. The population for the study was 91 subjects, made up of 69 Heads of Departments and 22 Deans from three Colleges of Education in Delta State. Due to the manageable size of the population, the entire 91 respondents were used. The instrument for data collection was a structured questionnaire validated by three Heads of Department from Federal College of Education (Technical) Asaba. Data were collected by the researcher and two trained research assistants. Data collected were analyzed with mean and t-test statistics. The results of the study identified 12 influences of in-service training on effective performance of teachers, 14 influences of teachers' professional development on their performance, 11 hindrances to effective implementation of staff development and 10 measures to enhance staff development programmes for effective performance. The results on the hypotheses showed that there was no significant differences in the mean ratings of HODs and Deans on the influence of in-service training, professional development of teachers and measures for measures to enhance staff development programmes. On the other hand, there was significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. The study recommended that, more proactive policies by the government to strengthen teacher training and development programmes in Nigerian schools for effective performance and service delivery of the teachers.

Key words: *In-service training; Professional development; Teachers' performance; Colleges of education; Delta State.*

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1. Introduction

Education is the bedrock of development; hence, no nation can develop without functional education system. This is because, education makes citizens responsive and responsible individuals by preparing them for variety of functions within the economic, social, political, religious and other structures of the society. The crucial role play by the education sector in nation building suggests the significance of teachers and their training institution, that is, colleges of education.

College of Education, according to Collins (2022) is a professional training college for teachers. In Nigerian school system, Colleges of Education are tertiary institutions that offer the minimum teaching qualification, Nigeria Certificate in Education (NCE) to the recipients (NCCE, 2019). College of Education is a train-the-trainers colleges, established with the objectives of training and equipping teachers for their esteemed functions in the teaching profession (Excellence and Education Network, 2014). In the opinion of Onyesom (2013), Colleges of Education are post-secondary education institutions in Nigeria designed specifically to train and prepare students for the teaching industry. It is regulated by National Commission for Colleges of Education (NCCE), an agency of the Federal Ministry of Education (NCCE, 2019). The objectives of Colleges of Education as highlighted by the Federal Government of Nigeria (2014) in the National Policy on Education include: encouraging the spirit of enquiry and creativity in teachers, providing teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations, providing the technical knowledge and skills necessary for agricultural, industrial, commercial, economic, and educational development of Nigeria, giving training and imparting the necessary skills for the production of technicians, technologists and other skilled personnel who shall be self-reliant and enterprising. To achieve the aforementioned objections, the teachers at the Colleges of Education level must be subjected to development programmes for effective performance.

There is need for teachers to be regularly updated and developed continually in order to better their professional capabilities as regards instructional delivery in their subject knowledge (Ajani 2018). The development of teachers can be ensured through constant in-service training and professional development. In-service training, according to Amadi (2014) is defined as workshop experiences for employed professionals, paraprofessionals and other practitioners to acquire new knowledge and better methods for improving their skills toward more effective, efficient and competency in service delivery. Dessler (2015) described in-service training as measures for teaching current employees the basic skills they need to perform their jobs or a given task successfully. Amoah-Mensah and Darkwa (2016) viewed in-service training as the formal and systematic modification of behaviour through learning and re-training which occurs as a result of education, instruction, development and planned experience. Fejoh and Faniran (2016) noted that workers' in-service trainings are essential activities that contribute significantly to the overall effectiveness and productivity of organization. According to Nmadu and Khalil (2017), human resource training is considered as one of the good techniques for

improving personnel skills and retaining competent human capital that will improve organizations efficiency and effectiveness. The effectiveness and success of education depends on the quality of people who form the workforce and work within the school (Onuka, 2006). It is the developed human capital; that is the teachers and other personnel in the school that constitutes its performance. It is therefore believed that teachers' performance and productivity in respect of achieving school goals and successes is a function of the quantum of the relevant in-service training skill and professional development programmes made available to the teachers.

Professional development is more encompassing than in-service training as the former involves evaluation. Professional development of the teachers is very crucial because, the performance of the school depends on the competence of the teachers. Professional development of teachers according to Amadi (2014) encompasses all types of facilitated learning opportunities such as acquisition of higher degrees in subject area or other areas relevant to the profession. It refers to programmes designed to upgrade the skills and knowledge for career advancement of the teachers. Ajani (2018) noted that professional development of teachers helps them to acquire relevant and new skills, ideas, knowledge to develop teaching and learning of their subjects. In their views, Awogbami, Opele and Adeoye (2021) shared that professional development programmes help staff understand their responsibilities towards attainment of the goals, mission and vision statement which help to improve the quality of service delivery and enable individuals to grow professionally. The core principles of professional development of teachers as highlighted by American Federation of Teachers (1995) include: (i) depth of content knowledge, (ii) provide a strong foundation in the pedagogy of particular disciplines, (iii) provide more general knowledge about teaching and learning processes, and about schools and institutions, (iv) reflect the best available research, (v) contribute to measurable achievements in student learning, (vi) expect teachers to be intellectually engaged with ideas and resources, and (vii) provide sufficient resources to enable teachers to master new content and pedagogy.

It is imperative to note from the foregoing that teachers cannot rely only on the entry knowledge they start their career with, hence, they need to experience career growth like other professions through in-service training and professional development programmes. Fejoh and Faniran (2016) ascertained that the main objective of school management is to improve the performance but this can never be achieved without the efficient performance of teachers. This is because the performance of the teachers is essential for the success of the school and educational sector of the nation. Performance, to a large extent, will depend on their knowledge, skills, and confidence in originating ideas as to how best to carry out the task of the job. It was based on this background that this study was carried out to examine the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education, using Delta State, Nigeria as case study.

2. Purpose of the Study

The broad purpose of the study was to examine the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. Specifically, the study examined the perceived:

- i. influence of in-service training on effective performance of teachers in Colleges of Education in Delta State,
- ii. influence of teachers' professional development on their effective performance in Colleges of Education in Delta State,
- iii. hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State,
- iv. measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

2.1. Research Questions

The study answered the following research questions in line with the specific purposes:

- i. What are the influences of in-service training on effective performance of teachers in Colleges of Education in Delta State?
- ii. What are the influences of teachers' professional development on their effective performance in Colleges of Education in Delta State?
- iii. What are the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State?
- iv. What are the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State?

2.2. Research Hypotheses

In accordance with the four specific purposes and research questions, four null hypotheses were tested at 0.05 level of significance.

H0₁: There is no significant difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State.

H0₂: There is no significant difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State.

H0₃: There is no significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State.

H0₄: There is no significant difference in the mean ratings of HODs and Deans on the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

2.3. Methodology

The study examined the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. Four specific purposes and four null hypotheses were developed to guide the study. Descriptive survey research was used in carrying out the study. The population for the study was 91 subjects made up of 69 Heads of Departments and 22 Deans from

three Colleges of Education in Delta State which are Federal College of Education (Technical) Asaba, Delta State College of Education, Warri and Delta State College of Education, Mosogar. Due to the manageable size of the population, the entire 91 respondents were involved as the sample for the study; hence, there was no sampling.

The instrument for data collection was a structured questionnaire. The questionnaire was divided into five parts. Part one of the questionnaire was used to elicit data on personal information attributes of the respondents such as their status as Heads of Department or Deans and name of school. Part two which was made to collect data on perceived influences of in-service training on effective performance of teachers. Part three was designed to gather data on perceived influences of professional development on effective performance of teachers. Part four was made to elicit data on hindrances to effective implementation of staff development programmes while Part five was made to obtain data on measures to enhance staff development programmes for effective performance of teachers. The instrument was face-validated by three Heads of Department from Federal College of Education (Technical) Asaba. To ascertain the reliability of the instrument, 15 copies of the questionnaire were trial tested on 10 Heads of Department and 5 Deans in Colleges of Education in Anambra State. Data collected from the trial testing were analysed using Cronbach Alpha reliability technique which yielded a coefficient of 0.784 indicating that the instrument is about 78% reliable for collecting data for the study.

Data for the study were collected by administering the 91 copies of the questionnaire to the respondents on face-to-face basis by the researcher with the help of two research assistants who are staff of the Colleges of Education studied. Due to close monitoring, the anticipated 100% rate of return was achieved as the entire 91 copies of the questionnaire were retrieved and considered suitable for use. Data extracted from the questionnaire were analyzed with mean and standard deviation for answering the research questions while the null hypotheses were tested with t-test statistics using Statistical Package for Social Sciences (SPSS), version 21. The real limit of mean values was used to take decision on each of the items and the entire items in each cluster as follows:

Nominal Value	Range of Mean	Interpretation
4	3.50 - 4.00	Strongly Agree
3	2.50 - 3.49	Agree
2	1.50 - 2.49	Disagree
1	1.00 - 1.49	Strongly Disagree

Based on this computation, items whose mean values fell within 3.50 – 4.00 were regarded as Strongly Agreed; those with mean values within 2.50 – 3.49 were regarded as Agreed; those with mean values within 1.50 – 2.49 were regarded as Disagreed while those with mean values within 1.00 – 1.49 were interpreted as Strongly Disagreed. The hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

3. Results and Interpretation

Research Question One: What are the influences of in-service training on effective performance of teachers in Colleges of Education in Delta State?

Table 1. Influence of In-service Training on Effective Performance of Teachers in Colleges of Education in Delta State (n = 91)

SN	Influence of in-service training on effective performance of teachers:	\bar{X}	SD	Remarks
1	In-service training such as workshops, conferences and seminars improve ICT competence of teachers.	3.73	0.45	SA
2	Critical thinking ability of teachers can be stimulated by regular in-service training.	3.38	0.47	A
3	In-service training of teachers can enhance the use of analytical or statistical packages of teachers.	3.52	0.62	SA
4	Regular in-serve training of teachers can improve instructional management ability of teachers.	3.63	0.54	SA
5	Knowledge of various pedagogical techniques is enhanced by in-service training of teachers	3.44	0.49	A
6	In-service training helps to improve knowledge of subject matter of teachers.	3.47	0.50	A
7	Administrative competence of teachers is enhanced through effective in-service training.	3.56	0.49	SA
8	Public presentation of teachers is improved with regular in-service training like conferences.	3.42	0.48	A
9	Mentoring ability of teachers to students is improved through in-service training.	3.71	0.65	SA
10	Regular in-serve training of teachers will boost their personal research output in academic profession.	3.56	0.51	SA
11	The leadership quality of teachers is further enhanced by series of in-service training activities	3.54	0.64	SA
12	Ability of teachers to render technical assistance is improved through in-service training.	3.24	0.45	A
Pooled Mean		3.52	0.66	SA

Note: \bar{X} = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 1 showed that the mean ratings of the responses of the respondents on 7 out of the 12 items in the Table ranged from 3.52 to 3.73 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 7 identified items are “Strongly Agreed” by the respondents to be influences of in-service training on effective performance of teachers in Colleges of Education in Delta State. The mean values of the remaining 5 items, specifically items 2, 5, 6, 8 and 12 were 3.38, 3.44, 3.47, 3.42 and 3.24 respectively which are within the boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the remaining 5 items are “Agreed” by the respondents to be influences of in-service training on effective performance of teachers in Colleges of Education in Delta State.

Research Question Two: What are the influences of teachers' professional development on their effective performance in Colleges of Education in Delta State?

Table 2. Influence of Teachers' Professional Development n Effective Performance of Teachers in Colleges of Education in Delta State (n = 91)

SN	Influence of professional development on teachers' effective performance:	\bar{X}	SD	Remarks
1	Teachers' professional development through acquisition of higher degrees will improve their instructional planning capacity.	3.59	0.52	SA
2	Professional development improves instructional delivery ability of teachers.	3.62	0.49	SA
3	Teachers' professional development through higher qualification enhance their instructional evaluation skills	3.48	0.50	A
4	Technological exposure of teachers is improved through professional development programmes.	3.72	0.44	SA
5	Professional development through acquisition of higher degrees improves knowledge of subject matter of the teachers.	3.70	0.47	SA
6	Knowledge of instructional strategies of teachers is further improved with acquisition of higher academic qualifications.	3.46	0.51	A
7	The reflective supervision ability of teachers is enhanced through professional development programmes.	3.60	0.55	SA
8	There is positive relationship between teachers' professional development and their administrative competence.	3.33	0.48	A
9	Teachers' professional development helps teachers for better students' project supervision.	3.74	0.48	SA
10	ICT competence of teachers is significantly improved with their exposure to professional development programmes.	3.65	0.47	SA
11	Mentoring capacity of teachers is stimulated with acquisition of higher academic qualifications.	3.34	0.47	A
12	Leadership qualities of teachers are enhanced with improved professional development capacity.	3.63	0.55	SA
13	There is increase in personal research output of teachers with advanced professional development.	3.77	0.50	SA
14	Teachers with higher professional development display better public presentation.	3.69	0.46	SA
Pooled Mean		3.59	0.47	SA

Note: \bar{X} = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 2 revealed that the mean ratings of the responses of the respondents on 10 out of the 14 items in the Table ranged from 3.59 to 3.77

which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 10 identified items are “Strongly Agreed” by the respondents to be influences of teachers’ professional development on their effective performance in Colleges of Education in Delta State. The mean values of the remaining 4 items, specifically items 3, 6, 8 and 11 were 3.48, 3.46, 3.33 and 3.34 respectively which are within the boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the remaining 4 items are “Agreed” by the respondents to be influences of teachers’ professional development on effective performance of teachers in Colleges of Education in Delta State.

Research Question Three: What are the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State?

Table 3. Hindrances to Effective Implementation of Staff Development Programmes in Colleges of Education (n = 91)

SN	Hindrances to effective implementation of staff development programmes:	\bar{X}	SD	Remarks
1	Lack of strong political will from the government to personnel development.	3.46	0.51	A
2	Non-willingness of some staff to participate in development programmes.	2.47	0.52	D
3	Poor technological competence of some teachers could affect their disposition to development programmes	3.58	0.72	SA
4	Inadequate incentives to teachers or personnel affect their attitude to development programmes.	3.60	0.51	SA
5	High cost of training and staff development programmes in contemporary education system	3.48	0.50	A
6	General poor funding of public school system in Nigeria is a strong hindrance to staff development.	3.56	0.48	SA
7	Heavy workload of teachers could constitute a big challenge to their participation in development programmes.	3.66	0.52	SA
8	Poor attitude of some school management or administrations in terms of staff development programmes.	3.57	0.52	SA
9	In adequate time schedules for staff training and development programmes.	3.24	0.74	A
10	Laziness of some staff to participate in training and development programmes.	2.98	0.85	A
11	Computer illiteracy of some staff may discourage them from ICT-related training and development.	3.81	0.52	SA
12	Frequent cases of strike or industrial action in Nigerian public tertiary education constitute a challenge of staff development.	3.58	0.57	SA
Pooled Mean		3.42	0.58	A

Note: \bar{X} = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 3 revealed that the mean ratings on 7 out of the 12 items in the Table ranged from 3.56 to 3.81 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 7 identified items were “Strongly Agreed” as the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. The mean values of items 1, 5, 9 and 10 were 3.46, 3.48, 3.24 and 2.98 respectively which are within boundary limit of 2.50 – 3.49 on 4-point rating scale. This indicated that the four three items were “Agreed” by the respondents as hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. Item 2 in the table has mean value of 2.47 which fell within the boundary limit of 1.50 – 2.49 on 4-point rating scale indicating that the respondents “Disagree” that item 2 is a hindrance to effective implementation of staff development programmes in Colleges of Education in Delta State.

Research Question Four: What are the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State?

Table 4. Measures to Enhance Staff Development Programmes for Effective Performance of Teachers in Colleges of Education (n = 91)

SN	Measures to enhance staff development programmes in Colleges of Education:	\bar{X}	SD	Remarks
1	More proactive policies to strengthen teacher training and development for effective performance.	3.60	0.68	SA
2	Improved computer literacy of teachers and other school staff for efficiency in ICT-related training and development	3.53	0.54	SA
3	Positive attitude of school management or administrations to staff development programmes.	3.78	0.53	SA
4	Increased funding and budget allocation to education in Nigeria for improved staff development	3.55	0.65	SA
5	Subsidized cost of training and staff development programmes in public schools by the government and relevant NGOS.	3.44	0.58	A
6	Provision of incentives such as study leave with pay to teachers or personnel for participation in development programmes	3.55	0.71	SA
7	Strong political will from the government to prioritize teachers training and development.	3.67	0.59	SA
8	Reduce strike or industrial action in Nigerian public tertiary institutions.	3.37	0.48	A
9	Adoption of private public partnership (PPP) in teachers’ training and development programmes.	3.52	0.55	SA
10	Improved Nigeria collaborations with foreign countries and organizations in teachers’ in-service training and development.	3.80	0.54	SA
Pooled Mean		3.58	0.45	SA

Note: \bar{X} = Mean; SA = Strongly Agreed; A = Agreed; SD = Standard Deviation.

The data presented in Table 4 showed that the mean ratings of the responses of the respondents on 8 out of the 10 items in the Table ranged from 3.52 to 3.80 which fell between the boundary limit of 3.50 – 4.00 on 4-point rating scale. This indicated that the 8 identified items are “Strongly Agreed” by the respondents to be measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State. The mean values of the remaining 2 items, specifically items 5 and 8 were 3.44 and 3.37 respectively which are within the boundary limit of 2.50 – 3.49 on 4-point rating scale. This implied that the remaining 2 items are “Agreed” by the respondents to be measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

Hypotheses Testing

Hypothesis One

There is no significant difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State.

Table 5. Test of significant difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmks
Head of Depts	69	3.54	0.63						
Deans	22	3.50	0.61	89	0.038	0.45	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 5 above revealed that the t-calculated (t-cal) value of 0.45 is less than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the influence of in-service training on effective performance of teachers in Colleges of Education in Delta State. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is accepted on hypothesis one.

Hypothesis Two

There is no significant difference in the mean ratings of HODs and Deans on the influence of teachers’ professional development on their effective performance in Colleges of Education in Delta State.

Table 6. Test of significant difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Head of Depts	69	3.61	0.45						
				89	0.027	0.36	1.96	0.05	NS
Deans	22	3.58	0.48						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 6 above showed that the t-calculated (t-cal) value of 0.36 is less than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This implied that there was no significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the influence of teachers' professional development on their effective performance in Colleges of Education in Delta State. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is accepted on hypothesis two.

Hypothesis Three

There is no significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State.

Table 7. Test of significant difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t- Cal	t-Critical	Level of Sig.	Rmks
Head of Depts	69	3.50	0.54						
				89	0.059	2.24	1.96	0.05	S*
Deans	22	3.34	0.63						

Note: S* = Significant at 0.05.

The data presented on the t-test statistics in Table 7 above showed that the t-calculated (t-cal) value of 2.24 is greater than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This signified that there was significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes in Colleges of Education in Delta State. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is rejected on hypothesis three.

Hypothesis Four

There is no significant difference in the mean ratings of HODs and Deans on the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State.

Table 8. Test of significant difference in the mean ratings of HODs and Deans on measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State

Variables	N	X	SD	DF	Std. Error	t- Cal	t- Criti cal	Level of Sig.	Rmks
Head of Depts	69	3.56	0.53						
				89	0.030	0.44	1.96	0.05	NS
Deans	22	3.60	0.49						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 8 above revealed that the t-calculated (t-cal) value of 0.44 is less than the t-critical (t-tab) value of 1.96 at 89 degree of freedom. This indicated that there was no significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the measures to enhance staff development programmes for effective performance of teachers in Colleges of Education in Delta State. Consequently, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of HODs and Deans is accepted on hypothesis four.

4. Discussion of Findings

The influences of in-service training on effective performance of teachers as identified in this study include: improved ICT competence of teachers, critical thinking ability of teachers, enhanced the use of analytical or statistical packages of teachers, improved instructional management ability of teachers, knowledge of various pedagogical techniques, improved knowledge of subject matter of teachers, enhanced administrative competence of teachers, improved public presentation of teachers among others. Fejoh and Faniran (2016) observed that in-service training activities are essential for overall effectiveness, productivity and performance of organization. Collis (2001) identified the relevance of in-service training to include analytical and critical thinking ability of teachers, improved knowledge of pedagogical techniques, enhance public presentation ability of teachers, and improved mentoring and technical assistance capacity of teachers.

The influences of teachers' professional development on their effective performance as identified in this study include: improved instructional planning capacity, instructional delivery ability of teachers, enhanced their instructional evaluation skills, technological exposure of teachers, improved knowledge of subject matter of the teachers, improved knowledge of instructional strategies of teachers, positive relationship between teachers' professional development and their

administrative competence, improve teachers for better students' project supervision, improved ICT competence of teachers is significantly and leadership qualities of teachers among others. Amadi (2014) reported that professional development of teachers encompasses all types of facilitated learning opportunities such as acquisition of higher degrees in subject area or other areas relevant to the profession for improved performance and service delivery. Ajani (2018) stated that professional development of teachers helps them to acquire relevant and new skills and knowledge for improved instructional competence and knowledge of subject matter of the teachers.

The hindrances to effective implementation of staff development programmes include: lack of strong political will from the government to personnel development, inadequate incentives to teachers or personnel affect their attitude to development programmes, general poor funding of public school system in Nigeria is a strong hindrance to staff development, poor attitude of some school management or administrations in terms of staff development programmes, computer illiteracy of some staff may discourage them from ICT-related training and development, frequent cases of strike or industrial action in Nigerian public tertiary education constitute a challenge of staff development among others. The report of UNESCO (2018) affirmed that some of the challenges confronting teachers' development in third world countries are gross lack of political will, inadequate funding of education, low ICT skills and inadequate motivation and incentives to teacher trainees. Umunadi (2017) showed that inadequate funding constitutes one of the greatest constraints teachers' developments and technical and vocational education in Nigeria. Nwosu and Micah (2017) identified institutional and infrastructural inadequacy as challenges in the development of technical and vocational education and training in Nigeria.

The measures for enhancing staff development programmes for effective performance of teachers include: more proactive policies to strengthen teacher training and development for effective performance, improved computer literacy of teachers and other school staff for efficiency in ICT-related training and development, increased funding and budget allocation to education in Nigeria for improved staff development, provision of incentives such as study leave with pay to teachers or personnel for participation in development programmes, strong political will from the government to prioritize teachers training and development and improved Nigeria collaborations with foreign countries and organizations in teachers' in-service training and development among others. UNESCO (2018) recommended improved ICT-related training and development teachers, provision of training incentives and strong political will as solutions to challenges confronting inadequate teachers' training and development. Kehinde and Adewuyi (2015) found that government increase of budgetary allocation towards increased funding will solve the problems of education in Nigeria. Similarly, Ukachi and Ejiko (2018) submitted that quality assurance in technical and vocational education should be ensured through improved funding; and quality staff training and development.

5. Conclusion

The study examined the perceived influence of staff development programmes on the effective performance of teachers in Colleges of Education in Delta State, Nigeria. Through the data collected and analysed, the results of the study identified 12 influences of in-service training on effective performance of teachers, 14 influences of teachers' professional development on their effective performance, 11 hindrances to effective implementation of staff development programmes and 10 measures to enhance staff development programmes for effective performance. The results on the hypotheses tested showed was no significant ($p < 0.05$) differences in the mean ratings of HODs and Deans on the influence of in-service training ($t\text{-cal} = 0.45$), professional development of teachers ($t\text{-cal} = 0.36$) and measures for measures to enhance staff development programmes for effective performance of teachers ($t\text{-cal} = 0.44$). On the other hand, there was significant ($p < 0.05$) difference in the mean ratings of HODs and Deans on the hindrances to effective implementation of staff development programmes ($t\text{-cal} = 2.24$) in Colleges of Education in Delta State. The study concluded that improved in-service training and professional development of teachers will enhance their performance and service delivery in Colleges of Education in Delta State. Based on the findings and conclusion, the study recommended:

- i. More proactive policies by the government to strengthen teacher training and development programmes in Nigerian schools for effective performance and service delivery of the teachers.
- ii. Increased funding and budget allocation to education sectors in Nigeria for improved staff in-service training and development programmes in order to improve performance of teachers and other school personnel.
- iii. Improved and sustainable provision of incentives such as study leave with pay to teachers or personnel in order to motivate their participation in in-service training and professional development programmes.
- iv. Adoption of private public partnership (PPP) in teachers' training and development programmes and collaborations with foreign countries and organizations in teachers' in-service training and professional development.

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