



TEACHERS TRAINING PROGRAMMES RE-ENGINEERING FOR VALUES-CENTERED EDUCATION IN CROSS RIVER STATE, NIGERIA.



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Abstract

This study examined teachers' training programmes re-engineering for values-centered Education in Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. A correlational research design was adopted for the study. The study population comprised two thousand and four hundred and thirty-seven (2437) teachers from the Calabar Education zone in Cross River State. A total sample of three hundred (300) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire titled: Teachers Training Programmes Re-engineering for Values Centered Education (TTPRVCEQ), which was developed by the researchers and was validated by experts in administration in higher education, Department of Educational Management, University of Calabar and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational foundation studies, University of Calabar, Calabar. Data collected were subjected to statistical analysis using simple linear regression analysis (r) of statistical package for social science (SPSS) version 25. The results revealed that teachers' training programmes re-engineering significantly relate to values-centered Education in Cross River State, Nigeria. It was recommended that teachers' training programmes should be re-engineering toward values-centered Education in Cross River State, Nigeria.

Keywords: Teachers training programmes re-engineering, values-centered Education, Cross River State, Nigeria.

Introduction

Successful teaching and learning at any level of school depend on teacher and their development is paramount because it will contribute to their professionalism and effectiveness in their job. Value education is defined as those educational practices that foster the development of student character. It is the set of psychological characteristics that motivate and enable the individual to function as a competent moral agent, that is, to do 'good' in the world. Also, Values education refers to that aspect of education deal alternatively with moral education, character education in an attempt, within schools, to craft pedagogies and supportive structures to foster the development of positive, ethical, pro-social inclinations and competencies in youth, including around strengthening their academic focus and achievement (Berkowitz, 2011). According to Marris (2020), a teacher training programme essentially is an ongoing process of education, training, learning, and support activities, and is concerned with helping people to grow within the organizations in which they are employed. There is



an emphasis on lifelong learning, personal growth, and fulfillment, which underlie the importance of sustained development. Teacher training has contributed in several ways that help teachers expand their awareness of the various tasks they must undertake to contribute to the effective education of their students and the accomplishment of the school's goals and objectives.

Teacher training programme refers to those processes and activities designed to enhance the professional knowledge, skills, and attitudes of the teacher so that they might, in turn, improve the learning of students. High-quality professional development is considered extremely crucial to educational improvement (Guskey & Huberman, 2019). Teachers need to engage in continuous learning throughout the entire span of their professional careers. Staff training and development are based on the need for staff skills to be improved for the organization to grow. Staff development is required for teachers to enable them to work towards taking the organization to its expected destination.

Opportunities for teachers' training have a huge impact on the quality of work within schools. Effective administrative systems that strengthen internal efficiency include opportunities for staff to grow professionally and enhance the specific skills they need to do their work well. In an attempt to accomplish the qualitative educational service, efficient and effective teachers are required in the educational system. The efficiency and effectiveness of the teacher can be attained through staff (teachers) development, which is paramount to ensure that teachers are capable of imparting the desired knowledge, ideas, skills, and values to the students. From this assertion, staff development opportunities in secondary schools help to enhance the teachers' effectiveness in discharging their legal responsibilities.

In-service training is a process of staff development to improve the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of an individual (Malone, 2014). In-service training is a problem-centered, learner-oriented, and time-bound series of activities that provides the opportunity to develop a sense of purpose, brand perception of the clientele, and increase capacity to gain knowledge and mastery of techniques. It is an ongoing process that goes on continuously throughout the educational life of a teacher. As one does not finish learning with graduation, likewise, the teacher's training goes on improving with the passage of time by gaining experience and study throughout the life span of a teacher, Harris & Sass (2016). In-service education and training refers to all those activities that contribute to professional growth and qualifications of an employee e.g., reading educational generals, participating in workshops, seminars, conferences, and visits to educational institutions that give the employee a sense of security and a feeling of self-confidence while discharging his routine duties in the school. It is a continuing education of teachers and other educational workers leading to the improvement of their professional competence. With the rapid increase in human knowledge, new approaches, new methods of teaching, and new avenues for teachers are being introduced. If a teacher fails to keep himself in touch with these developments, he is proving himself as inefficient and ineffective. In order to achieve this end, it is necessary to create many opportunities for in-service training for teachers.

In-service training is directed toward the improvement of teachers, and the focus is on areas where skills are inadequate. It is also for the purpose of upgrading and bridging the gaps with much interest to provide the need for creativity and flexibility in academic activities. In other words, the ability is stimulated, thereby creating an environment in which it becomes easier to explore, become more proactive, and command changes in the organization. Louise (2008) describes in-service training as including all professional development activities in which one engages after initial certification and employment and does not conclude until there is a termination of services. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their profession, thereby making interaction proved more fertile field.

Igbineweka (2015) carried out a study to investigate teachers' training, retraining, and development education in Calabar Municipality public secondary schools in Cross River State. A survey research design was adopted for the study. A sample size of 320 respondents was selected from a total population of 773 teachers, representing 41 %. The instrument used for data collection was a



questionnaire titled: Teachers Training, Retraining for Development Education Questionnaire. (TTRDEQ). The reliability of the instrument was determined by using the split-half method, which involves 32 teachers outside the study sample. Pearson's Product-Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r'0.60 and 'r'0.70. The result of the analysis revealed a positive, significant relationship between teacher training, retraining, and development education when tested at $p < 0.05$ level of significance. The null hypotheses were rejected and the alternative hypotheses upheld. It was recommended that teachers' development education be encouraged/ well-funded by the Government

Similarly, Broadwell (2016) stresses that the focus of in-service is to bring about curriculum change, innovation in teaching methodologies, and provision of quality professional growth and development. Mostly the activities and programmes focus on developing and manifesting quality performance by the use of modern visual aids, increasing skills or knowledge in respect of the teaching subject. In-service training programme creates an avenue for individuals to work as a team in solving problems, which are of common concern to all staff, as well as contributing to the development of the educational objectives of the school system. So to encourage growth in performance, other forms of professional development such as workshops, refresher courses, exchanging teaching professional writings, and participation in the school programme must be practiced. These will help to complement the already acquired knowledge, especially when these processes are brought into reality through the role transition.

Furthermore, Abarikanda (2022) noted that the purpose of in-service training is based specially to upgrade and update the potential and competency of teachers to be more supportive, participative, and achievement-oriented. In other words, it is goal-directed activity focusing on changing individuals' values, orientation, and attitude towards the learning environment. In-service training enhances performance as it provides access to professional growth, which helps to reduce some deficiencies in skills and methodologies in teaching. This scholar assumes that if opportunities are created for teachers to persistently rise in their various transmissions of knowledge, there will be innovative change in curriculum, a high degree of participation in decision-making, as well as standard teaching.

Sufiana, Uzma, and Farkhanda (2015) conducted a study to assess the perceived effectiveness of professional development programs of teachers at higher educational levels. The objectives of the study were: to assess university level teachers' opinion about effectiveness of professional development training concerning quality teaching, to measure university level teachers' opinion about the effectiveness of the content applicability in classroom settings in taught professional development programs, to find out the effectiveness of professional development programs in leading to tackle with students related problems in classroom, to assess the effectiveness of professional development in introducing innovative teaching strategies. Data for the study was collected from teachers of the Public Sector University. Major findings of the study were that university teachers were not satisfied with the effectiveness of the content of professional development programs. The respondents were not satisfied with the professional development programs with reference to classroom-related problems of students, follow-up of training, innovative teaching strategies, and reflective practice aspects of professional development programs. Based on present study we recommended that the content of the professional development programs may be designed to address daily classroom problems of students, providing practical training in innovative teaching strategies, using innovative teaching strategies that are helpful in effective teaching and proper follow-up of every professional development program may be made mandatory through implementation of rules. In the current era, reflective practice is an important component of effective teaching. Therefore, it is suggested that special programs may be designed for the training of university teachers in doing reflective practice. The result of the study may lead to the redesign of professional development courses for teachers.

Ogunmakin, (2023) research on the impact of in-service training programmes on students' academic performance, examined the effect of part-time and full-time training programmes on teachers' teaching methods, determined the modes of training adopted by the various schools in training their teachers and also examined the impact of in-service training programmes on teachers teaching methods

in the classroom. This was with a view to finding out the impact of staff training and development programmes on teachers' effectiveness in secondary schools in the study area. Survey research design was employed for the study. The target population of the study was teachers working in the secondary schools of Ibadan South East Local Government Area of Oyo State, with a sample population of 150 teachers who were randomly picked from 393 teachers in the 49 secondary schools of the local government. The questionnaire was employed in the collection of the data, while the data collection was done personally in 14 secondary schools. The methods used in analysing the data were Chi-square, T-test, and ANOVA. The findings showed that in-service training programmes had contributed tremendously to students' academic achievement, with a significant value of 0.002, which is less than 0.05, the critical alpha value. The full-time and part-time training programmes had influenced positively the teaching methods of teachers with a significant value of 0.079 which is greater than 0.05, the critical value. It was also found that in-service training programmes had positive impact on teachers teaching methods in the classrooms with a significant value of 0.434 which is greater than 0.05 the critical value. It was therefore concluded from the findings that staff development programmes designed for the development of Nigerian teachers are fundamental and germane because of the impact on students' academic performance, and teachers' teaching methods in the classrooms.

According to Malone (2014), in-service training can be in the form of induction or orientation after employment in order to introduce the new staff members to their positions. Career or development training is designed to upgrade the knowledge, skills, and abilities of employees to help them assume greater responsibilities in higher positions. On-the-job training is the ad hoc or regularly scheduled training given by a superior or specialist to the staff while conducting day-to-day normal activities; maintenance or refresher training is given to update and maintain the specialized subject matter knowledge of the staff, and foundation. Training is given to newly recruited personnel or employees to strengthen the foundation of their service career.

Etuk (2023) opined that in-service training can be offered to the employees of the organization through programme such as seminars, conferences, and workshops. He considered this training from this medium as a short-term educational programme offered to employees to help them learn technical knowledge and skills for a given job. That is, the school administrators, as well as the government, can make the employed teachers more relevant to the changing educational system and the curriculum, therefore, by frequently organizing conferences, seminars, and workshops. Such programmes will facilitate teachers' new ideas, skills, and knowledge needed by the teachers to effective in performing their teaching tasks.

Also, the objective of the teacher in-service professional development programme is to improve the overall quality of teaching and learning at the classroom level. It is critical for teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more.

A conference has been seen as a meeting place of people who confer about a particular topic. Participation in a conference plays an important role in workers' job performance. It helps them to gain new ideas, develop new ideas, and develop more work/manipulative skills, and boosts their ability to work effectively. A conference is a meeting for discussion or exchange of views. Usually, the conference of teachers, principals, supervisors, and administrators can broaden their professional horizons and cultivate in the participant members a professional team spirit. Louise (2018) describes a conference as including all professional development activities in which one engages after initial certification and employment. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of their profession, thereby making interaction proved more fertile field.

According to Robson (2014), attendance at the conference is a professionally rewarding experience. It reveals to workers somehow their weakness and strengths in job performance and, in one way or another, encourage them to put more positive effort into their job performance. Effective



professional development strongly links teachers and student learning, and conferences that lead to no significant change in practice when teachers turn context the realities of the day-to-day work of teachers.

Udida, Okpa, and Wonah (2015) conducted a study on staff development opportunities and teachers' effectiveness in nursery schools in Cross River State, Nigeria. A survey design was adopted for the study. A sample of 200 teachers was sampled from a population of 1,258 secondary schools in the study area. Three research questions and three research hypotheses were used for the study, with 20 items constructed questionnaires in a 4-point Likert scale used to elicit information from the respondents. Mean and standard deviation, and Pearson Product-Moment Correlation Statistics were used for data analysis. The result of the analysis revealed a significant positive relationship between workshop attendance and teachers' effectiveness in the study area. It was generally concluded that workshop participation enhances teachers' effectiveness. It was recommended among others that the government, as well as the state education board, should organize regular workshops/seminars for teachers to improve their performance.

Fazalur, Jumani, Saeedul, and Muhammad (2021) carried out a study to examine the ways in which conference was related to effective teaching in terms of student achievement. The purpose of the study was to assess the relationship between conference and effective teaching. A sample of teachers comprised 80 female teachers with 180 girl students of grade X. The instrument of the study was a questionnaire for both the target groups. Examination score of grades IX was taken as student achievement. It was found that teachers had a positive attitude towards conference and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. It was concluded that conference was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between conference and student test result. It was recommended that quality conference training programs should be organized by the government and principal for teachers may be introduced as it has significant co-relation with student performance.

Ekpoh, Edet, and Nkama, (2013) they conducted a study to investigate staff development programmes act as a catalyst for teachers' effectiveness. It is a potent means of updating teachers' skills and knowledge for improving instruction and learning. This study was carried out to investigate the influence of staff development programmes on secondary school teachers' job performance in Uyo Metropolis, Nigeria. A single hypothesis guided the study. Data were collected using two sets of questionnaires titled "Staff Development Programme Questionnaire" (SDPQ) and "Teachers' Job Performance Questionnaire" (TJPQ). SDPQ was administered on 450 teachers while TJPQ was administered on 1800 students to assess teachers' job performance. Data collected were analyzed using an independent t-test statistic at a 0.05 level of significance. Findings showed that teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods, and evaluation of students' work. It was recommended among others that the Ministry of Education and the State Secondary Education Board in Akwa Ibom State should, on a regular basis, organize training programmes such as conferences and seminars for teachers. Such programmes should relate to subject contents, use of teaching aids, lesson preparation and delivery, classroom management, and students' evaluation.

Oluwole, John, Yaro, and Joseph (2017) carried out an investigation on the influence of teachers' professional development through conference/seminar on students' academic achievement in secondary schools in Benue and Nasarawa States. Two research questions and two hypotheses guided the study. A descriptive survey research design was adopted for the study. The population of the study comprised 8,335 teachers from 709 secondary schools in Benue and Nasarawa States of Nigeria. A sample of 417 teachers was used for the study. A 10-item structured questionnaire developed by the researcher titled "Influence of Teachers' Professional Development through Conference/Seminar Questionnaire (ITPDCSQ)" was used for data collection. Descriptive statistics of mean and standard deviation were used to answer the research questions, while the chi-square (χ^2) test of goodness of fit



was used to test the hypotheses at the .05 level of significance. The findings indicated that teachers' attendance at conferences and seminars has a significant influence on students' academic achievement in secondary schools in Benue and Nasarawa States. It was recommended among others that the government should endeavour to provide adequate funds for the sponsorship of teachers to conferences and seminars so as to enhance students' academic achievement in schools.

Teachers' training is a conscious process of improving oneself in various aspects of the job. It's a constant pursuit of growth by developing skills, competencies, and knowledge. The ultimate goal for self-development is to be a self-fulfilled person. Personal development can also be perceived as the process of learning new things and building new skills that help us increase our chances of success, achieving our goals, and manifesting our dreams. Therefore, teachers' personal development consists of activities that develop a teacher's capabilities and potential, build human capital, facilitate effectiveness, and enhance the quality of teaching and the realization of objectives and goals of education. Regrettably, many secondary school teachers do not have or seek opportunities for personal development due to a lack of encouragement, motivation, poor salary, time, and laziness. Therefore, some teachers are disconnected from the new and modern methods of instructional delivery, which have adversely affected the students' academic performance. This could be avoided if teachers embark on personal development through conferences, seminars, workshops, and mentorship. It is against this backdrop that the researcher intends to investigate the relationship between teachers' training programmes and re-engineering for values-centered Education in Cross River State, Nigeria.

Statement of the Problem

The resurgence of interest in secondary education by parents and the government in recent times is a welcome development in view of its critical place in preparing pupils for the secondary level of education. The need for teachers' preparation and production to meet the needs of this level of education is very critical. Regrettably, most principals and teachers are complacent and unaware of the professional development opportunities, like in-service training, conferences, and workshops, which affect the system of education. Also, the inability of school principals to adequately build the capacity of staff by providing adequate staff training programmes has been of great concern to parents and researchers.

This seems to affect values-centered Education, which has manifested in students' poor academic performance in secondary school. For instance, Students were reported to have poor performance in terminal and promotion to new classes examinations and their public examinations, for example, WAEC, NECO, GCE, and so on. Hence, it has been discovered that the lack of teachers' training opportunities and so on has been the reason behind this sordid performance. It is against this backdrop that the researcher intends to investigate whether teachers' training programmes relate to re-engineering for values-centered Education in Cross River State, Nigeria.

Purpose of the Study

The study intends to determine the relationship between teachers' training programmes and re-engineering for values-centered Education in Cross River State. Specifically, the study seeks to determine whether:

1. In-service training has any relationship with values-centered Education in Cross River State.
2. Conference attendance has any relationship with values-centered Education in Cross River State.

Research questions

In order to achieve the stated objective of the study, the following research questions were posed:

1. In what way does in-service training relate to values-centered Education in Cross River State?
2. How does conference attendance relate to values-centered Education in Cross River State?

Research hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between in-service training and values-centered Education in Cross River State
2. There is no significant relationship between conference attendance and values-centered Education in Cross River State

Methodology

The study adopted the correlational research design. The study population comprised two thousand and four hundred and thirty-seven (2437) teachers from the Calabar Education zone in Cross River State. A total sample of three hundred (300) teachers was randomly selected for the study. The selection was done through a simple random sampling technique. The instrument used for the data collection was a questionnaire titled: Teachers Training Programmes Re-engineering for Values Centered Education (TTPRVCEQ), was developed by the researchers and was validated by experts in administration in Higher Education, Department of Educational Management and Measurement and Evaluation in the Department of Educational Foundations in Faculty of Educational Foundation Studies, University of Calabar, Calabar. The instrument was divided into two Sections. A and B. Section A sought respondents' demographic data, such as the name of the school and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from Strongly Agree (SA) 4 points, agree (A) 3 points, disagree (D) 2 points, and Strongly Disagree (SD) 1 point. Data collected were subjected to statistical analysis, using simple linear regression analysis of Statistical Package for Social Science (SPSS) version 25 was used for data analysis, and the results are presented as follows.

Results

Hypothesis 1:

In-service training has any relationship with values-centered Education in Cross River State. The calculated result is presented in Table 1.

Table .1

Summary of correlation analysis of the relationship between teacher in-service training and values-centered Education(n=300)

Variables	Mean	Std. Dev.	t cal.	p-value
In-service training	17.06	3.050	.880*	.000
Values-centered Education	16.35	2.462		

*Significant at .05 level; df= 298 critical- r = .113

The result in Table 2 reveals that the calculated r-value of .880* was found greater than the critical value of .113 when tested at the .05 level of significance with 298 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between in-service training and values-centered Education.

Hypothesis 2

There is no significant relationship between conference attendance and values-centered Education in Cross River State. The calculated result is presented in Table 2.

Table 2

Summary of Correlation analysis of the relationship between conference attendance and values-centered Education (n=300)

Variables	Mean	Std. Dev.	t cal.	p-value
Conference attendance	17.86	2.556	.865*	.000
Values-centered Education	16.35	2.462		

*Significant at .05 level; df= 298 critical- r = .113

The result in Table 3 reveals that the calculated r-value of .865* was found greater than the critical value of .113 when tested at the .05 level of significance with 298 degrees of freedom. Therefore, the null hypothesis was rejected while the alternative hypotheses were accepted. This implies that there is a significant relationship between conference attendance and values-centered Education.

Discussion of findings

The calculations of the results of the statistical analysis for three hypotheses were made as follows:

The result of hypothesis one showed that there is a significant relationship between in-service training and values-centered Education. The result agrees with the views of Malone (2014) that in-service training improves teachers' overall quality of teaching and learning at the classroom level. It keeps teachers up-to-date on new research on how students learn, emerging technology tools for the classroom, and new curriculum resources. Also, the result agrees with Louise (2018), who describes conferences as a way of professional development activities in which one engages after initial certification and employment. It is a development opportunity given to staff for job enrichment and widening of knowledge, skills, and techniques. The programme creates an atmosphere where every individual in the organization strives to be proud of its professions, thereby making interaction proved more fertile field.

The result of the hypothesis two showed that there is a significant relationship between conference attendance and values-centered Education. The result agrees with the findings of Robson (2014) that attendance at conference is a professional rewarding experience which can help to strengthen job performance and encourage positive effort towards jobs performance.

Conclusion

Based on the findings of the study, the following conclusions were drawn.

Workshop attendance is significantly related to teachers' job performance in secondary schools in terms of lesson preparation, lesson presentation and classroom management. It is also observed that there exists a significant relationship between conference attendance and teachers' job performance. The findings revealed that there is a significant relationship between in-service training and teachers' job performance.

Recommendations

Based on the findings and the conclusions derived, the following recommendations were made.

1. The government should provide in-service training for its staff.
2. The school principal should encourage teachers' participation in conferences.

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