

An Overview of Teachers' Development and Secondary School Effectiveness in Ekiti State, Nigeria

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Abstract

The study examined teachers' development and secondary school effectiveness in Ekiti State, Nigeria. The study sought to establish the relationship between teachers' development training and secondary school effectiveness in Ekiti State. Descriptive research design of survey type was adopted in the study. The population of the study comprised all the teaching staff (teachers and principals) numbered 5,908 in public secondary schools in Ekiti State. The total number of public secondary schools in Ekiti State was 202. The sample of the study was made up of 240 teachers and 24 principals selected from 24 public secondary schools in each of the three senatorial districts in Ekiti State. Multistage sampling procedures which involved simple random sampling and stratified random sampling techniques were used to select sample of the study. The instruments tagged Teachers' Development Training Questionnaire (TDTQ) and Secondary School Effectiveness Questionnaire (SSEQ) were used to collect data. The instruments were validated and found reliable with the reliability coefficient of 0.84 and 0.86 respectively. Descriptive statistics of frequency counts, percentages scores, mean and standard deviation were used to answer the research questions and Pearson's Moment Correlation was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that there is a significant relationship between teachers' development and secondary school effectiveness in Ekiti State. Based on the findings and conclusions of the study, it was recommended that regular and relevant teachers' development programmes should be organized for secondary school teachers in order to ensure continuous quality education delivery and secondary school effectiveness.

Keywords: Teachers' Development, Secondary School Effectiveness

1. Introduction

Education is an essential instrument for human and national development. It involves the process of imparting knowledge, developing attitudes, skills and abilities of an individual through teaching and learning process. The quality of education offered in any given society will determine to a great extent their level of development. Ogbonnaya (2020) asserted that the nation's achievement is measured or determined by its achievement in education.

Secondary education is the second level of education based on Nigeria educational system. It is the education received on successful completion of primary education before the tertiary education. Secondary education is considered important with its broad objectives as contained in the Federal Republic of Nigeria document on National Policy on Education (FRN, 2014) which is to prepare the individual for useful living in the society and higher education. This implies that secondary education is aimed at preparing students for higher learning, in order to become human capital for national development. Therefore, quality secondary education is very important in the process of national development. Secondary school is said to be effective when it is able to achieve its intended goals and objectives.

Ekundayo (2019) views secondary school effectiveness on the overall development of the students. He described school effectiveness as the extent to which secondary schools are able to achieve its educational goals by producing

students who have acquired knowledge, developed certain skills and inculcated morals that will make them relevant in the society and passed relevant subjects required for further studies in the higher institution. Spela and Eva (2023) posited that various factors such as school leadership, teachers' quality, curriculum and instruction, school culture and climate among others influence school effectiveness. They further stated that teachers' quality is very crucial in determining school effectiveness. A knowledgeable and experienced teacher who is versed in using instructional strategies effectively will positively impact the school outputs (students). Ajadi (2020) observed that decline in lesson content, focusing on the theoretical aspect as against the practical aspects, and inadequate facilities have hampered adequate preparation of students for higher education. Some of the products of secondary schools are half baked who struggle to catch up with the academic demands when they gained admission into higher education. High rate of different forms of examination malpractices by students to pass; is an indicator of inadequate preparation of these students for higher education. It shows that the students have not acquired adequate skills and knowledge to meet up with the basic requirements of gaining admission into higher education on a merit.

Teachers are vital stakeholders in achievement of educational objectives. They are determinant of teaching and learning outcomes, they can either influence it positively or negatively Onocha (2002) cited by Ofojebe (2010). The quality of products from the system would invariably depend on the quality of its teachers. The type of instruction given will determine the quality of education received by the students. In other words, the quality of teachers in terms of knowledge, skills and abilities will determine the effectiveness and success of the educational system.

Teachers' development, which involves in- service training in the form of seminars, workshops, symposiums, conferences will equip teachers with relevant skills and knowledge needed in discharging qualitative instruction. Teachers' development training enables teachers to keep learning and improve their skills, it makes them conversant and keep them abreast of new trends and methods for better performance. An overview of some secondary school teachers appears to be lagging behind in proper and adequate teachers' development programme, some of these teachers are not versatile in the use of ICT and modern way of teaching, they are unaware of the new invention in teaching and just maintain the status quo which invariably could affect their performances because they could not give what they do not have.

Efficiency in instructional delivery is one of the factors of secondary school effectiveness which in the account of Ubulom and West (2021) is the process of transferring knowledge with the use of appropriate instructional materials to facilitate learning. Efficiency in instructional delivery entails adequate planning and proper dissemination of instruction with the use of appropriate instructional materials to achieve lesson objectives within the stipulated time frame. This implies that efficiency in instructional delivery in secondary schools will promote effectiveness and achievement of its goals and objectives. Experience has and observation have shown that there are some constraints to efficient delivery of instruction in secondary school which could be as a result of inadequate training for teachers to develop them in this area. Some secondary schools lack technical skills and training that will enhance efficient instructional delivery. Some of these secondary school teachers are archaic in their mode of instructional delivery, they are used to a particular method of teaching which sometimes does not take cognizance of students' mood, learning capacities and differences. From observation some teachers confuse their students and make lessons boring with their wrong use of vocabularies and tenses which could have been abated through regular training on teachers' deficient areas. Inefficient instructional lesson delivery will not allow achievements of lesson objectives that will bring about behavioral changes in students and thus makes secondary school education ineffective

Abanobi and Abanobi (2017) in their study revealed that educational objectives can be actualized by the availability of well equipped, visionary, well trained, efficiently committed and qualified teachers. The study found that teachers play a significant role in the implementation of educational programmes and activities as stated in educational policies for all round development of students and socio-political and economic development of the nation. The study concluded that teachers' education and training are means of equipping teachers for quality education delivery because quality of teachers will determine the quality of education of a nation. This infers that teachers' development training improves teachers' quality and the quality of teachers also determines the effectiveness and progress of a school.

The study of Ravhuhali, Kutame, Mutshaeni, Mokhele and Maluleke. (2017) on teachers' development as a tool for promoting quality teaching and learning: teachers' perspective showed significant relationship between teachers' development training and quality teaching and learning. The findings of the study showed that teachers' development in form of workshops and trainings increase teachers' pedagogical knowledge on subject matter, it

improves their teaching skills which helps students to understand the lesson taught and also keep them abreast of new innovations in their profession. Hammond, Hyler and Gardner (2017) posited that teachers' development programme equips teachers with skills that provide students with 21st century education such as mastery of content, critical thinking, problem solving, effective communication and self-direction.

Ofojebe and Ezugoh (2010) reported that teachers' development is one of the motivational strategies used to enhance quality assurance and school effectiveness. It helps teachers have good mastery of their subject. This gives them boldness and confidence in discharging their duties for better performance and school effectiveness. The study of Agarwal and Naaz (2020) revealed that teachers' development are activities and training designed in developing proficiency and competence of teachers. It helps teachers broaden their knowledge base in their subject area which make them more proficient, insightful and industrious. It empowers the teachers to meet up with their professional needs and challenges. It makes them to be well informed about the changes in education and practices. It is an avenue for teachers to discover new teaching strategies thereby adjusting their teaching methods and styles to meet up with student needs. This will improve their teaching skills and they will be more efficient in lesson presentations and student evaluation.

Umezor and Onuh (2021) revealed that teachers play significant role in determining the quality of education in secondary school through proper instructional delivery and also, adequate training is necessary for teachers to be effective in discharging their duties for realization of educational goals and objectives. Akinyemi, Shittu, Faduyile and Orunbon (2017) in their study revealed that significant relationship exists between teachers' knowledge of the subject matter and students' academic performance. Students' perception of teacher's pedagogical skills such as content knowledge, clarity of expression, questioning and so on makes students to naturally like and understand such teacher and this makes them perform well in their subjects. They concluded that teachers' development programme is a means of guaranteeing efficiency of teachers and quality assurance in instructional delivery for secondary school effectiveness.

In a study carried out by Abdulganiyu and Obiweluzor (2019) on in-service training and school effectiveness in private secondary schools. It was revealed that positive significant relationship existed between in-service training and teachers job performance, students' academic performance and private secondary school effectiveness. In-service training improves teacher's skills, competencies and intelligent capacities on teaching methodology, class control, subject matter in both curricular and non-curricular activities of the school. Thus, enhances students' academic performance which is one of the features of school effectiveness. In - service training helps teachers to be conversant and meet up with the standard on their job. It increases their value as a result of myriad and vast knowledge they have accumulated overtime due to various trainings that led to their professional growth. The study concluded that teachers need to be trained and be re - trained in order to meet the challenges in the dynamic educational system.

Umezor and Onuh (2021) in their findings stated that irregularities of teachers' development programme and training opportunities hinder teachers' effectiveness in instructional delivery which invariably affect secondary school effectiveness. Inadequate/poor orientation and induction training for new teachers, inadequate mentorship of new teachers by the old and experienced teachers, inconsistent in-service training, lack of computer training for teachers and low participation in workshops, seminars and conferences impede teachers' development which invariably affects school effectiveness. Osiesi (2020) remarked that the cause of school ineffectiveness in terms of the output produced is traceable to inadequate teachers' development programme in form of workshop, seminars, and conferences for teachers to improve and update themselves. Evidence from teachers' needs research carried out by scholars across Nigeria demonstrated alarming low levels of pedagogical skills and subject content knowledge of teachers and identified poor teachers training as contributing to the problem because they were not given adequate opportunities to develop their skills.

Adamu, Ajayi and Afolabi (2012) found out that inadequate funding, professionalization of teaching, lack of strategic plan, poor implementation of staff development, inadequate quality personnel, institutional corruption are some of the challenges of teachers' education. Osiesi (2020) posited the barrier to effective teachers' development to include inadequate officials from the quality assurance department saddled with monitoring and evaluating teachers to detect their developmental needs, negative school culture, biasness in choosing personnel to facilitate teachers development training; selection of facilitators not based on merit but rather on tribalism, ethnicity, religion, nepotism, lack of funds, inadequate curriculum resources and material among others. The study concluded that proper and adequate teachers' development programmes are necessary for secondary school effectiveness.

1.1 Statement of the Problem

One of the main objectives of secondary school is proper integration of individuals into the society and preparation for higher education but it appears secondary schools in recent times are not meeting up to this expectation due to general decline in the quality of its products. Some secondary school products lack relevant skills and knowledge needed to gain entrance and succeed in higher education. Some cannot display competence in technical and vocational skills. Some seem to lack independent learning habits for self- improvement and achievement of excellence. This might be connected to the quality of education they received from their teachers. An overview of secondary school teachers shows that some of them are lagging behind and not conversant with new innovations in their profession to ensure and enhance effective teaching and learning processes. Some of these teachers are not versatile in the use of ICT and modern teaching methodology, they just maintain the status quo which invariably impede their performances and secondary school effectiveness as they could not give what they do not have.

1.2 Purpose of the Study

The purpose of this study is to establish the relationship between teachers' development and secondary school effectiveness in Ekiti State.

1.3 Research Questions

The following research questions were raised to guide this study:

1. How relevant is teachers' development training organised for teachers in Ekiti State?
2. What is the level of secondary school effectiveness in Ekiti State?

1.4 Research Hypotheses

This hypothesis was formulated for the purpose of this study:

1. There is no significant relationship between teachers' development and secondary school effectiveness.

2. Methodology

The study adopted a descriptive survey research design. The population of the study consists of all secondary school teachers working in Ekiti State. The sample of the study consists of 240 teachers selected from 24 secondary schools in each of the three senatorial districts in Ekiti State. Multistage sampling procedures which involved simple random sampling and stratified random sampling techniques were used to select sample of the study.

The questionnaires tagged Teachers' Development Training Questionnaire (TDTQ) and Secondary School Effectiveness Questionnaire (SSEQ) were used to elicit information from the respondents. The face and content validity of the instruments were validated by experts to ensure appropriateness of the instruments in measuring what it intended to measure. The reliability of the instrument was established through a test- re- test method. The instrument was administered twice within an interval of two weeks on respondents who were not included in the sampled schools of the study. The score obtained was analyzed using Pearson Product Moment Correlation. A reliability coefficient of 0.84 and 0.86 were obtained respectively which was considered high enough to conclude that the instruments are reliable. Descriptive and Inferential Statistics were used to analyze the data collected. The hypothesis was testes at 0.05 level of significance.

3. Results

3.1 Research Question 1: Is teachers' development training organised for teachers relevant?

Table 1. Mean showing if teachers' development training organised for teachers are relevant in Ekiti State?

1	Teachers' development training organized are relevant for teachers' development.	80 (33.3)	109 (45.4)	36 (15.0)	15 (6.3)	3.06
2	Workshops are organised for teachers on the use of Information Communication Technology (ICT).	55 (22.9)	105 (43.8)	66 (27.5)	14 (5.8)	2.86
3	Trainings are organised for teachers on the use of appropriate teaching methods for various category of learners.	41 (17.1)	109 (45.4)	81 (33.8)	9 (3.8)	2.76
4	Teachers are trained on integration of new technologies into teaching.	40 (16.7)	112 (46.7)	74 (30.8)	14 (5.8)	2.74
5	Teachers are trained on improvising instructional materials	39 (16.3)	133 (55.9)	54 (22.5)	14 (5.8)	2.82
6	I have attended different training workshop on my area of specialization.	51 (21.3)	90 (37.5)	67 (27.9)	32 (13.3)	2.67
	Average	51	110	63	16	2.81

Cut off point = 2.50.

Table 1 shows that using a cut-off mean of 2.50 for the rating scale, all the items had mean score above the cut-off point. This implies that teachers' development training organised for teachers in Ekiti state are relevant.

3.2 Research Question 2: What is the level of secondary school effectiveness in Ekiti State?

Table 2. Mean showing the level of secondary school effectiveness in Ekiti State

Efficiency in Instructional Delivery						
1	Teachers have good communication skills to captivate students' attention during lesson presentation.	5(20.8)	16(66.7)	2(8.3)	1(4.2)	3.04
2	Teachers use different teaching methods to cater for different learning needs of the students.	5(20.8)	18(75.0)	1(4.2)	0(0)	3.17
3	Teachers cover the lesson objectives within the stipulated time allotted.	7(29.2)	15(62.5)	2(8.3)	0(0)	3.21
4	Teachers know how to use appropriate instructional aid for each lesson.	9(37.5)	14(58.3)	1(4.2)	0(0)	3.33
5	Students participate actively in class during lesson.	7(29.2)	17(70.8)	0(0)	0(0)	3.29
		7	16	1	0	
Preparation for Higher Education						
6	Students made five O' level credit passes at a sitting including English and Mathematics.	2(8.3)	20(83.3)	2(8.3)	0(0)	3.00
7	Students have adequate knowledge in the use of computer.	1(4.2)	9(37.5)	14(58.3)	0(0)	2.46
8	Students display competence in vocational skills.	1(4.2)	15(82.5)	7(29.2)	1(4.2)	2.67
9	Students display independent learning habit.	2(8.3)	15(62.5)	6(25.0)	1(4.0)	2.75
10	Student exhibit act of maturity in problem solving.	2(8.2)	15(62.5)	7(29.2)	0(0)	2.79
		2	15	7	0	

Cut off point = 2.50.

Table 2 above presents the level secondary school effectiveness in Ekiti State. The result, using a criterion mean of 2.50 for the rating scale, shows that all the items had mean scores above the cut-off point. This implies that the level of secondary school effectiveness was high in Ekiti State.

Hypothesis 1: There is no significant relationship between teachers' development and secondary school effectiveness.

In testing this hypothesis, data on secondary school effectiveness were collected from the responses of the respondents to items of SSEQ item (1 – 10) in the questionnaire. Data on the teacher' development were collected from the responses of respondents to the items on TDTQ. Both were compared for statistical significance using Pearson Product Moment Correlation Coefficient. The result was presented in Table 3.

Table 3. Relationship between Teachers' Development and Secondary School Effectiveness

Variable	N	Mean	Standard Dev	r-crt	p-value
Teachers' Development	240	2.81	5.01	0.941*	0.019
Secondary School Effectiveness	24	3.15	2.18		

*P < 0.05.

Table 3 showed that the r-crt value of 0.941 was significant at $p < 0.05$ level of significance, because p-value is 0.019 is < 0.05. The null hypothesis was therefore rejected. This implies that there was a significant relationship between teachers' development and secondary school effectiveness in Ekiti State.

4. Discussion of Findings

The study revealed that the teachers' development training organized for teachers in Ekiti State was relevant in teachers' development and effectiveness. The implication of this finding is that providing relevant teacher development training could enhance the effectiveness of secondary schools. The probable reason for this finding could be the recent efforts of the government to revamp secondary schools in the state. This finding was in consonance with the study of Hammond, Hyler and Gardner (2017) who revealed that that teachers' development programme equips teachers with skills that enable students to have mastery of content, critical thinking, problem solving, effective communication and self-direction and indicator of an effective school. Also, it agrees with Abdulganiyu and Obiweluozor (2019) who discovered that teachers' development in form of in-service training enable teachers meet the challenges of the dynamic educational system that will yield positive outcomes in achieving educational goals and school effectiveness.

The study revealed that the level of secondary school effectiveness in Ekiti was high. The implication of this finding is that high secondary school effectiveness could be guaranteed through adequate teachers' development training. This finding was in consonance with the study of Ofojebe and Ezugoh (2010) that constant teachers' development is one of the motivational strategies used to enhance quality assurance and school effectiveness. It helps teachers have good mastery of their subject. This gives them boldness and confidence in discharging their duties for better performance and school effectiveness. Also, it agrees with Ravhuhali, Kutame, Mutshaeni, Mokhele and Maluleke (2017) who discovered that teachers' development is a tool for promoting quality teaching and learning that promotes secondary school effectiveness.

The study revealed that there was a significant relationship between teachers' development and secondary school effectiveness. This is in line with Abanobi and Abanobi (2019) study that revealed that adequate qualified and well- trained teacher could ensure achievement of educational goals. It could be inferred that well groom and developed teachers would consequently influence secondary school effectiveness. The implication of this finding is that teachers' development embarks by school will in return contribute to effectiveness of secondary schools. The probable reason for this finding is that teachers' development programme provides platforms for teachers to keep themselves abreast of world practice in teaching profession which makes them effective at work and consequently help to improve the secondary school effectiveness. This finding is in agreement with Osiesi (2020) who discovered that the effectiveness and progress of the school is the function of the quality of the teachers.

5. Conclusion

Sequel to the findings of this study, it was concluded that relevant teacher' development training ensures secondary school effectiveness. It was concluded that the relevant teachers' development training determined the high level of secondary school effectiveness in Ekiti State in terms of effective teaching delivery and preparation for higher

education. Also, teachers' development training are means of equipping teachers for improved performance and quality education delivery which in turn will ensure continuous secondary school effectiveness

6. Recommendations

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

1. The government and secondary school administrators should ensure that adequate and relevant teachers' development training are organized for teachers from time to time in order to ensure secondary school effectiveness in Ekiti State.
2. The teachers should ensure effective utilization of the training received for improved performances to enhanced secondary school effectiveness.
3. Regular and relevant teachers' development programmes should be organized for secondary school teachers in order to ensure quality education delivery.

Barrier to effective teachers' development such as biasness in choosing personnel that facilitate teachers' development training, nepotism, lack of funds in securing adequate resources and material to facilitate the training should be jettisoned in order to ensure effective teachers' development programmes for secondary school effectiveness.

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Data Availability Statement

The data that support the findings of this study are available on request.

Competing Interests Statement

The authors declare that there are no competing or potential conflicts of interest.

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