

Relevance of Training and Development of Post-Primary School Teachers Expertise for Effective Classroom Delivery

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ABSTRACT

The study investigated the relevance of training and development of post-primary school teachers' proficiency for classroom delivery in Kebbi State. Descriptive research design was used to probe the opinion of the participants regarding teachers' training and development. The study population consisted of 4122 participants and Research Advisor (2006) was used to determine 357 out of 4122 participants. A multi stage sampling techniques which include historical, deliberate and simple random sampling techniques were used. A self-constructed questionnaire entitled: Training and Development of post-primary school teachers Questionnaire (TDPPSTQ) was used to collect data. A four (4) modified likert scale rating such as strongly Agree (SA), Agreed (A), Disagreed (D) and strongly Disagreed (SD) was used to measure participants' responses. Research instrument was validated by experts in Educational Administration and planning, as well as, other experts in the field of Education, after corrections, the research instrument was considered to have faced and content validity. Reliability of the research instrument was conducted using test-retest method of reliability, after a pilot study was conducted. Reliability index was computed using Cronbach alpha to maintain internal consistency and it gives reliability index of 0.68 making research instrument reliable for data collection. Descriptive statistics such as percentages (%), mean (X), tables and frequency counts were used to analyze data. The study concluded that the relevance of training and development of post-primary school teachers' proficiency for classroom delivery is a necessary pre-requisite to achieve goals of post-primary school education. The study recommended that state ministry of education should collaborate with secondary school management board for regular and periodic training and development of teachers that would make them to be productive and effective on the job.

Keywords: Education, Post-Primary, Teachers, Training and Development, Classroom Delivery.

INTRODUCTION

Education generally is the bedrock of national transformation, development and advancement of any country which has been described as an instrument for national development Chukwuma et al(2014). Education in every human community is an indispensable instrument for human progress, empowerment and effecting national development Manga and Ogundele (2019). This suggests that a nation that lacks a sound educational culture and philosophy stands the risk of decay, whereas a nation that sees to the development of its education is bound to achieve great success. It is through education that individual's groups and the nations' worth and potentials are realized Ozurumba and Ambasuomo (2015). This explains why the governments of developing countries provide education for their citizens.

Secondary education on its own has the broad aims of preparing students for useful living within the society and preparing them for higher education. One of the goals of secondary education is to cater for the differences in talents, opportunities and future roles, provide trained manpower in applied sciences, technology and commerce at sub-professional grades Banka & Okwori(2019). To achieve these objectives of secondary education in Nigeria there must be adequate supply of quality teachers. Quality can only be attained through training and re-training which must be done at every point to adequately prepare teachers with the challenges of modern-day teaching requirements Manga and Ogundele(2019). If the Nigerian secondary schools must survive and more importantly increase its productivity, the teachers must have the competence to provide the

necessary workforce, thus the need for training and retraining of teachers to develop their abilities and skills in order for them to function effectively and efficiently.

The teacher is the key factor in the delivery of education process. It is widely recognized that the teacher plays a crucial role in shaping the minds of the students and that the availability of well qualified and trained teachers in adequate numbers is important to attaining quality education. Banka and Okwori (2019), stated that the roles played by teachers and school principals are central to all efforts to improve the quality of its teachers, since the only way to improve learning outcome is to improve classroom transactions. Teaching as a profession demands continuous development of knowledge and ability through constant and periodic training and development programme Manga (2014). Such training programs include workshops, Conferences, seminars, in-service training, off-the-job training, induction and orientation for newly resulted teachers, refresher courses and so on. Oyitso and Olomukoro (2012), views teachers training needs as building their capacity and defines it as the process of empowering teachers in the school system to realize their potentials so as to effectively utilize their capacity towards the realization of the educational goals. Okorie and Uche (2004), maintained that teachers' intellectual capacity should be enhanced from time to time through conferences, seminars, workshops among others in order to ensure organizational effectiveness.

In-service teacher education is an integral of staff development programme which is organized for teacher while in service Nakpodia (2008). It also serves as a bridge between prospective and experienced teachers to meet the new challenges of guiding student towards higher standard of learning and self-development Omar (2014). In developing the professionalism status of teachers' in-service training should not be run away from teacher's reformation programme. On-the-job training involves inexperienced or newly recruited teachers who would be learnt under the tutelage of highly experienced and skilled teachers (Kepha&Omoke, 2014). Ankita (2012), stated that on-the-job training provides and creates a conducive environment for experienced teachers to share vital information with the prospective teachers and develop in them a deeper sense of loyalty and commitment towards attainments of goods of the school. Udofia and Ikpe(2012), also noted that teachers' in-service training is also an important tool for enhancing teachers' knowledge, skills, attitude and competencies in attaining functional secondary education. Jepketer et al (2015) conducted a study and discovered that continuous training of teachers enables them to acquire new skills and knowledge, share teaching experiences, collaborate with colleagues, gain access to career opportunities for professional development and enhances teachers teaching competency. It is a verifiable fact that the quality and extent of students' academic achievement depend on teachers' effective teaching skills, knowledge and attitude through continuous training.

Statement of the problem

Teachers training and development has not been given adequate and serious attention by the state government after teachers are being recruited into teaching professions. No opportunity has been created by the state government years after teachers are being recruited for upgrading and updating their knowledge, experience and teaching by attending seminars, conferences, in-service, off-the-job training would have improved their teaching skills and competency on the job. One of the major problems confronting teaching profession in the State, in Nigeria and other part of the world is the issue of low productivity and incompetency of post-primary school teachers. This has been inputted to lack of constant and periodic training and development of programme to improve their productivity and competency on the job. Teachers become obsolete on the job due to inadequate training and development programme. State government over the years considers teachers training and development as a waste of resources because of high cost involved and if failed to realize that objectives of secondary education can only be achieved when teachers periodically and constantly update and upgrade their knowledge, experience and skills in their subject areas through training and development. The problem of this study was therefore to find out how training and development affecting teachers teaching skills, experience and productivity in post-primary schools in Kebbi state, Nigeria. As Many scholars such as Manga (2019), Nwiyi and Dominic (2008), Manga and Ogundele (2020) and Collins (2005) have made frantic efforts to advice state governments in Nigeria to increase budgetary allocation to educational sector to improve teachers' productivity but their efforts have not yielded better results.

Objectives of the Study

The following specific objectives of this study are to find out:

1. The opinions of teachers on how in-service training management has improve teachers' effectiveness in Kebbi State, Nigeria
2. The opinions of teachers on how on-the-job training management has improved teachers' effectiveness in Kebbi State, Nigeria

Research Questions

This study was guided by the following research questions.

1. What are the opinions of teachers on how in-service training management has improved teacher effectiveness in Kebbi State, Nigeria?
2. What are the opinions of teachers on how on-the-job training management has improved teachers' effectiveness in Kebbi State, Nigeria?

Conceptual Framework

Education occupies a very unique position in the national development of any nation. It is acknowledged as the bedrock of socio-economic and political advancement of countries Okafor (2013) described education as a process of involving teaching and learning. That is to say, it is a gradual process of acquiring knowledge because it is a preparation for life according to Bolatito (2015) education sit he sum total of culture, values and attitude which each generation systematically transmit to those who are desirable, adapt this continuously to meet the exigencies of changing times. Manga (2014) defined education as process of developing an individual physically, mentally, socially, emotionally, culturally and technologically so as to enable an individual perform creditably whenever he finds himself. From above definitions, one can view education as a means of preparing an individual to become useful and acceptable member of the society. This can also be seen as a creation of a sound mind in a sound body.

A teacher according to Mahuta (2009) is one who possess knowledge that he has acquired on to others with the hope that they will use it for their benefit and for a successful future. Ayeni and Adepolu (2012) described a teacher as a person who cares for children and dedicates his time to improving the knowledge of is students. Okafor (2013) described a teacher as a person who imparts knowledge to his students as well as good moral by setting good examples. He teaches discipline, encourages good habits and discourages bad ones, within and outside school environment which help students to be acceptable members of the society. The concept of training and development has been given by different scholars. According to Lawrence and Obikwe (2017) training includes all activities designed to provide learners with the knowledge and skills needed for the execution of their present jobs. It is an organizational effort aimed at helping an employee to acquire basic skill required for the efficient execution of the activities and functions for which he is hired (Nwachukwu, 2006). Manga (2014) defined training as all activities undertaken to expose an employee to perform additional duties and assume positions of importance in an organization's hierarchy. It is overall process whereby an individual's behavior is modified to confirm to a predefined and specific pattern, involving those activities, which essentially aim at providing skills, knowledge and attitude required for employment in a particular occupation, group or related occupation or function in any field of occupation (Chuckwuma, Nworie Okoye &Ovri 2014). From the above definitions, training can be defined as an activity designed to help individuals gain knowledge and specific skills in order to help them perform some designed tasks and functions, or to help them update the skills and knowledge already acquired.

Nakpodia (2008), in-service training programme is a process for continuous updating of teachers' knowledge, skills and interest in chosen field. It is a means for continues professional growth, which encourages the extension of technical assistance by teachers' educators. Aitken (2004) defined in-service training as the ongoing training of practicing teachers, which is typically arranged by school management boards that employ them. Similarly, Kepha and Omoke (2014) described on the job training as ad-hoc or regularly scheduled and

is provided by the superior officer or the subject matter specialists to the subordinate staff and takes place in a normal working situation. On-the-training according to Cornelius (2001) is the approach organization used to provide onboard information to the newly recruited employees. Ankita (2012) describes on-the-job training as the process of polishing the abilities and competences of new employees through proper guiding and mentoring to enhance their performances in their working environment.

Theoretical Framework

This study on training and development is guided by the human capital theory by Nyaboke (2017). Schultz defined human capital theory as the knowledge and skills obtained by people as capital in the process of vocational and technical education. Human capital theory shows that individuals and the whole society gain economic benefits from investments in people. The emphasis of human capital theory is how education adds on efficiency and productivity of workers by increasing level of cognitive stock of economically productive and human capability which is a product of innate abilities and investments, in human beings. Investing in human capital just like investing on physical capital is vital in adding to productivity of individuals in terms of labor. This develops the labor force both qualitatively and quantitatively, mainly because a qualified labor force increases productivity and brings investments to entrepreneurship. He further recognized that education and training are the most important components of human capital investment and that the income of a better educated and trained person is normally higher than those who are less educated. He further adds that there are three type of training or education closely relate to return rate and human capital which are education at school, training at work place and other knowledge. This theory is relevant to this study because it laid emphasis on constant and periodic training of employees as a strategy to enhance their job performance and productivity. For any corporate organization to achieve its primary objective, its employees must be well trained in the area for capacity building.

Review of Related Empirical Studies

This section empirically reviewed views of scholars related to the research variables. Udofia and Ikpe (2012) investigated administration of in-service training and teacher's attitude to work in private secondary school in Cross River state, Nigeria. An ex-post facto research design was used for the study, while 800 teachers drawn from private secondary schools in cross River State. A 12-item structured questionnaire was used for data collection with a 4-point modified Likert scale of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used to measure the level of responses to the options. Data was analyzed using independent t-test statement technique. The result of the analysis indicated that in- service training was found to have significant impact on the teachers' job performance. The study concluded that in-services training has over the years improved and enhanced teachers job performance. As it contributes positively toward attainment to the organizational goals. The study recommended that in- service training should be a continuous and consistent programme for all secondary school teachers to improve their performance on the job.

Methodologically, the study reviewed and the present study is similar, because the studies were conducted in secondary school with the similar participant (Teachers) self-constructed questionnaires were used to collect data. However, geographically, there were disparities between the study reviewed and the present study. This is because; the study reviewed was conducted in Cross River State in South- South region, while the present study was conducted in KebbiState, Northwest region. This is as a result of cultural differences, level of education orientation and perception, as well as, religion time gap also created disparity between the studies. This study reviewed was conducted in 2012, while, the present study was conducted in 2024. Thus, due to dynamic nature of the environment and new discoveries as a constant and continuous research this had nullified the findings of previous research. The study reviewed used ex-post facto research design while the presented study used descriptive survey research design to probe the participants regarding the research topic. The study reviewed used inferential statistics to analyze data, while the present study used descriptive statistics to analyze data.

On the job training is normally the most effective approach used to enhance and improve job performance of employees in an organization. This agreed with Adebayo (2016) who investigated on-the-job training and job performance of secondary school teachers in Oyo state, Nigeria. A descriptive survey research design was used

and study population consisted of 3275 participants. Research Adviser (2006) was used to determine 346 out of 3275 participants. A multi stage sampling techniques which include Historical deliberate and simple random samplings were used. Self-constructed questionnaire titled: On-the-job Training and job performance of Secondary School Teachers Questionnaire (OTYTSSTQ) was used to collect data. Face and content validity of the research instrument was done by experts in educational management, as well as, other experts in educational measurement and evaluation. 0.81 reliability index was obtained using Cronbach alpha internal consistency. 5-likert scale rating was used to measure participants' responses. Inferential statistics such as simple regression analysis was used to test the null hypotheses. The result of the analysis indicated that on-the job training was found to positive impact on the job performance of teachers especially newly recruited teachers. The study concluded that on the job training allows teachers to acquire skills and knowledge on the spot which in turn improve their performances on the job. The study recommended that school principals should continue with this kind of training with the teachers so as to enhance their performances on the job.

Methodologically, study reviewed and the present study were similar because, they adapted survey research design and their studies were conducted in secondary schools with teachers as major participants. The studies used questionnaire to collect data. However, there was a geographical disparity between the study reviewed and the present study. This is because the study reviewed was conducted in Oyo state, south west Nigeria while the present study was conducted in Kebbi State North-West and this has created geographical gap that was subsequently filled by this study. This is because of disparity in the level of education, people's awareness and orientation, political, cultural and religious differences. Also, time gap created disparity because dynamic nature of environment does not give room to permanent findings as time climb time.

METHODOLOGY

This study was a survey research design. A survey research design is the one in which a group of people or item is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This design is considered appropriate because a group of people is studied and data collected and analyzed from few people deemed fit to be representative of the entire group. The study population consisted of 4122 participants (Teachers under secondary school management board Kebbi State). Research Advisor (2006) was used to determine 357 out of 4122 participants. Multi-stage sampling techniques such as historical, deliberate, proportionate and simple random sampling techniques were used. Multi stage sampling techniques which include deliberate, proportionate historical and simple random sampling religious. Deliberate sampling technique was used to select post-primary school in the educational zone. This is because of proximity and familiarity with these schools. A simple random sampling technique was used to select participants (teachers) in the selected schools. The sampling techniques was used to ensure every participant have equal chance of being selected and to avoid biasness. Historical sampling techniques was used to select one out of four (4) educational zones. This sampling technique was used to ensure equitable distribution of the research instrument to all participants of post-primary school under study. A self-constructed questionnaire titled: (TDPPSTQ) was used to collect data. The questionnaire has two sections A & B section Four 4 modified likert scale rating such as strongly agreed SA, Agreed A, Disagree D and Strongly Disagree SD which was coded 4,3,2,1 was used to measure participant responses. The research instrument (Questionnaire) was validated by experts in the field of Educational Administration and Planning, as well as other experts in the field of Education. After thorough scrutiny the instrument was considered to have face and content validity. A pilot study was conducted for the reliability of the research instrument in which the questionnaires were administered to the participants that were not part of sampled participants. After an interval of two weeks, the questionnaires were re-administered to the same participants using test retest method, a reliability index of 0.68 was ascertained thereby made the research instrument very reliable for data collection. Descriptive statistics such as percentage, mean tables and frequency counts were used to analyze data.

Presentation and Data Analysis

This section presented and analyzed data collected through administration of questionnaires' using descriptive statistics.

RQ1: What are the opinions of teachers on how in-service training management has improve teacher's effectiveness in Kebbi State

This research question was answered and presented in Table 1

S/N	Item Statements	Agree f	%	Disagree F	%
1	In-service training enhances teachers understanding of their subjects, classroom management, teaching skills and evaluation of students	219	73	81	27
2	In-service training improves teachers' creativity, self-confidence and readiness in facing any various resistances situations in school	210	70	90	30
3	In-service training promotes professional growth among teachers in order to promote excellent and effective teaching and learning environment for students in school	221	74	79	26
4	In-service training improves teachers' efficiency, effectiveness and quality of teaching in school	208	69	92	31
5	In-service training provides teachers with ample opportunities to learn new concepts, methods and approaches through professional development	198	66	102	34
Mean	(x)	211	70%	89	30%

Source Field Study 2024

Table 1 indicate managing secondary school teachers through in-service training item 1 indicated that 73% of the participants agreed that in-service training enhances teachers understanding of their subjects, classroom management, teaching skills and evaluation of students in school, while 27% of the participant disagree with the opinion. Item 2 indicate that 70% of the participants agree that in-service training improves teacher's creativity, self-confident and readiness in facing any various resistance situations in school, while 30% of the participant disagreed with the opinion. Item 3 indicated that 74% of the participant agreed that that in-service training promotes professional growth among teachers in order to promote excellent and effective teaching and learning environment for students in school, while 26% of the participant disagreed with the opinion. Item 4 indicated that 69% of the participant agreed that in-service training improves teachers' efficiency, effectiveness and quality in school, while 31% of the participants disagreed with the opinion. Item 5 indicates that 66% of the participant indicated that in-service training provides teachers with ample opportunities to learn new concepts, methods and approaches through professional development 34% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 70% agreed that in-service training enhances teachers' confidence, efficiency and effectiveness that improve quality of teaching in school, while 30% of the participants disagreed with the opinion.

RQ2: what is the opinion of teachers on how on-the-job training management has improved teachers' effectiveness in Kebbi State

The question was answered and presented in table 2

S/N	Item Statements	Agree f	%	Disagree F	%
1	On-the-job training in improves teachers' skill, knowledge and experience in the classroom in school	214	71	86	29
2	On-the-job training enhances teachers' efficiency. Effectiveness and productivity in the classroom	203	68	97	32

3	On-the-job training enables teachers to update and upgrade their teaching skills and competency in the classroom	215	72	85	28
4	On-the-job training ensures proper teachers mentoring and guiding towards better classroom management in school	219	73	81	27
5	On-the-job training inspires teachers to be more committed, dedicated and motivated to do the job	208	69	92	31
Mean	(X)	212	71%	88	29%

Source Field Study 2025

Table 2 indicated managing secondary school teachers through on-the-job training. Item 1 indicated that 71% of the participants agreed that on-the-job training improves teachers' skills, knowledge and experience in the classroom in school, while 29% of the participants disagreed with the opinion. Item 2 indicated that 68% of the participants agreed that on-the-job training enhances teachers' efficiency and effectiveness and productivity in the classroom, while 32% of the participants disagreed with the opinion. Item 3 indicated that 72% of the participants agreed that on-the-job training enable teachers to update and upgrade their teaching skills and competency in the classroom, while 28% of the participants disagreed with the opinion. Item 4 indicated that 73% of the participant agreed that on-the-job training ensures proper teachers mentoring and guidance towards better classroom management in school, while 27% of the participants disagreed with the opinion. Item 5 indicated that 69% of the participants agreed that on-the-job training inspires teachers to be more committed, dedicated and motivated to do the job, while 31% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 71% agreed that on-the-job training enhances teachers teaching skills, competency and effectiveness towards better classroom management in school, while 29% of the participants disagreed with the opinion.

Summary of Major Findings

The following are summary of the major findings:

1. In-service-training was found to be impressive and admirable of the teaching skills and creativity, self-confidence and competence in the classroom management and readiness in facing any various resistance situation in school by regular training and development
2. On-the-job training and development of teachers was found to be a strategy used to enhance teachers mentoring and proper guiding that made them to be productive on the job.

DISCUSSIONS OF THE MAJOR FINDINGS

The first findings indicated that in-service training was found to be impressive and admirable in the area of teaching, skills and creativity, self-confidence and competency, classroom management and readiness in facing various resistances in school. This finding was in agreement with Nakpodia(2008), who found that in-service training for teachers as a process for continuous updating teachers' knowledge, skill and interest in their chosen profession. The finding also agreed with Jibowo(2004), who found that in-service training helped teachers to be abreast with current development and trend in classroom instruction, self-confidence and competencyon the job. Ekpoh, Oswald and Victoria (2013) who found out that in-service training enhances teachers 'performance in their work concerning knowledge of the subject, classroom management, teaching methods and evaluation of students in school.

The second findings indicated that on the job training and development was found out to be strategy to enhance teachers mentoring and proper guiding that made them to be productive on the job. This finding was in consonance with Banka and Okwori (2019), who found that on the job training enhances teachers to update their knowledge expand their capacity to develop the skills and experience need to be productive on the job. The finding was in agreement with Ozurumba and Amasuomo (2015), who asserted that on the job training

improves teachers experience and competency by participating in handling day to day problems in school. Kepha and Omoke (2014), who found that on the job training is a strategic tool to make teaching interesting for the teachers and avenue for the teachers to improve themselves for optimal performance in school.

CONCLUSION

This study concluded that managing secondary school teachers through training and development is a necessary prerequisite for achieving goals of secondary education. This is because training and development is a very imperative strategy for teachers' professional growth and development in school. Also training and development enhances teachers' skills experience and knowledge, building of self-confidence on the job as well as ability to face any challenges in the school.

RECOMMENDATIONS

The following are the recommendations of the study:

1. There should be cohesiveness and collaboration between State ministry of education and secondary school management board to organize regular and periodic in-service training courses for teachers and this would help to update and enhance their teaching skills. This training should be in form of sandwich programs approve by state government.
2. School administrators should ensure there is constant and continuous on-the job training to enhance teachers' effectiveness in the classrooms. This could be achieved through proper mentoring and guiding for the purpose of improving quality of teaching in schools.

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