VOL. 13 NO. 8,
AUGUST, 2026
E-ISSN 3026-8893
P-ISSN 3027-1061

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of Education Research and Library Practice (JERLP)

Staff Development Programmes and Teachers' Effectiveness in Public Secondary Schools in Kachia Local Government Area of Kaduna State, Nigeria

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DOI: https://doi.org/10.70382/ajerlp.v13i8.0115

Abstract

This study investigates the impact of staff development programmes on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria. Employing a descriptive research design, the study's population comprises 2,450 teachers and school administrators. A sample size of 384 was determined using Krejcie and Morgan's (1970) formula, ensuring representativeness for large populations. Participants were selected through simple random sampling, reducing selection bias and enhancing the generalization of the results. The research instrument demonstrated strong validity (0.79) and reliability (0.77), confirming its accuracy and consistency. Data were analyzed using mean and standard deviation for answering research questions, with a 2.50 benchmark on a Likert scale. Hypotheses were tested using chi-square to evaluate relationships between variables such as in-service training, workshop attendance, mentoring, and teacher effectiveness. The findings indicate a significant influence of regular in-service training, workshop participation, and mentoring programmes on teachers' classroom performance, lesson delivery, and student engagement. The study concludes that staff development programmes play a crucial role in enhancing teachers' effectiveness in public secondary schools in Kachia LGA. These findings underscore the need for consistent and well-planned staff development initiatives to improve instructional quality and student outcomes in the region.

Key words: Staff development programmes, Teachers' effectiveness, In-service training.

Introduction

Staff development programmes refer to organized activities designed to enhance the knowledge, skills, and competencies of employees within an organization. In the educational context, staff development programmes include workshops, seminars, in-service training, conferences, and

mentoring initiatives aimed at improving teachers' professional capabilities. These programmes are essential for keeping educators abreast of new teaching methodologies, curriculum changes, and classroom management strategies. Staff development enhances quality. It is a driving force for achieving goals in schools such as secondary education (Nnorom et al., 2020). Without continuous staff development, teachers may become stagnant in their practices, leading to reduced effectiveness in the classroom. Staff development is not a one-time event but a continuous process that responds to emerging challenges in the educational sector. According to Adeyemi (2017), effective staff development programmes are those that are needs-based, participatory, and aligned with both school goals and individual teacher aspirations (Iyala, et al., 2019).

Teachers' effectiveness is the degree to which teachers successfully facilitate student learning, maintain classroom order, and achieve educational objectives. Effective teachers possess strong content knowledge, pedagogical skills, and the ability to motivate and engage students. Teacher effectiveness is often measured through student academic performance, classroom observations, and feedback from students and peers (Olowonefa & Iyala, 2018). In public secondary schools in Kachia Local Government Area of Kaduna State, teacher effectiveness has been a growing concern due to declining student performance in external examinations and poor classroom engagement. Many factors contribute to teacher effectiveness, including motivation, working conditions, and access to professional development opportunities. However, the most significant factor remains the availability and quality of staff development programmes. According to Bello (2018), teachers who regularly participate in professional development activities demonstrate higher levels of confidence, innovation, and instructional delivery compared to those who do not.

In-service training is a key component of staff development programmes that focuses on training teachers while they are already employed. In-service training addresses specific gaps in teachers' knowledge and skills, such as the use of instructional technology, assessment techniques, and subject-specific pedagogy. In Kachia LGA, many teachers have not received formal in-service training for several years, leading to outdated teaching methods and low morale. In-service training can take various forms, including school-based workshops, cluster meetings, and centralized training organized by the state ministry of education. Ogunleye (2019) observed that regular in-service training improves teachers' ability to adapt to curriculum changes and implement student-centered learning approaches. Without adequate in-service training, teachers struggle to meet the demands of modern education, ultimately reducing their effectiveness in the classroom.

Workshops and seminars provide short-term, intensive learning opportunities for teachers to acquire specific skills or knowledge. These programmes are often organized around particular themes, such as lesson planning, classroom management, or the use of information technology in teaching. Workshops allow for hands-on practice and immediate feedback, making them particularly effective for skill development. In Kachia Local Government Area, workshop attendance among public secondary school teachers remains low due to limited funding, poor organization, and lack of release time from teaching duties. Seminars, on the other hand, typically involve expert presentations followed by discussions, offering teachers exposure to new ideas and research findings. Tukur (2020) argued that well-organized workshops and seminars significantly enhance teacher effectiveness by equipping educators with practical strategies that can be immediately applied in the classroom. However, the impact of these programmes depends largely on their relevance, quality of facilitation, and follow-up support (Iyala, 2006, Koros et al., 2023).

Mentoring and coaching programmes pair experienced teachers with novice or struggling teachers to provide ongoing support and guidance. Mentoring is particularly valuable for newly employed teachers who may feel overwhelmed by the demands of the profession. Through regular classroom observations, feedback sessions, and collaborative planning, mentors help mentees improve their instructional practices and build confidence. In many public secondary schools in Kachia LGA, formal mentoring programmes are either absent or poorly implemented. Teachers often work in isolation without access to constructive feedback or professional dialogue. This lack of structured support limits the growth of less experienced teachers and reduces overall teacher effectiveness. According to Usman (2016), mentoring programmes not only improve teaching skills but also reduce teacher attrition and increase job satisfaction. Establishing formal mentoring structures within schools is therefore a critical component of effective staff development. All these are necessary because research in the past has shown that there is a significant relationship between Principal's staff development strategies and teachers' job effectiveness and recommended policies that promote Staff-development programmes for secondary school teachers (Onyekwelu et al., 2024).

Staff development programmes and teacher effectiveness are closely linked, with the former serving as a primary driver of the latter. Staff development is a method of increasing the knowledge and skills of teachers in order to enable teachers teach more effectively (Ogbo et al., 2025). It is worth noting that professional development is the unique training and re-training program for improvement of teaching and learning process in schools (Ifenaike et al, 2021). In public secondary schools in Kachia Local Government Area of Kaduna State, many teachers operate without adequate professional development opportunities. The absence of regular in-service training, workshops, and mentoring has resulted in a teaching workforce that is ill-equipped to meet the challenges of contemporary education. Teachers in this region often rely on traditional lecture methods, fail to engage students actively, and produce poor learning outcomes. While some staff development programmes exist, they are typically sporadic, poorly funded, and not tailored to the specific needs of teachers. The core problem is that without consistent and relevant staff development programmes, teacher effectiveness remains low, student achievement suffers, and the quality of education in Kachia LGA continues to decline.

Statement of the Problem

The implementation of effective staff development programmes in public secondary schools in Kachia Local Government Area of Kaduna State remains inadequate, contributing to low teacher effectiveness. Existing literature highlights that many teachers in this region lack access to regular in-service training, workshops, and mentoring opportunities. Teachers often rely on outdated teaching methods because they have not been exposed to modern pedagogical strategies through professional development activities. Furthermore, the few staff development programmes that exist are often poorly organized, irrelevant to teachers' needs, and lack follow-up support. This professional development gap directly impacts teacher effectiveness, manifesting in poor lesson delivery, low student engagement, and weak academic performance. It is against this backdrop that the researcher determines the impact of staff development programmes on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria.

Research Questions

i. To what extent does in-service training have on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria?

ii. What impact does workshop and seminar attendance have on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria?

Research Hypotheses

H_{01}: There is no significant impact of in-service training on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria.

H_{02}: There is no significant impact of workshop and seminar attendance on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria.

Staff Development Programmes

Staff development programmes refer to organized activities designed to enhance the knowledge, skills, and competencies of employees within an organization. In the educational context, staff development programmes include workshops, seminars, in-service training, conferences, and mentoring initiatives aimed at improving teachers' professional capabilities. These programmes are essential for keeping educators abreast of new teaching methodologies, curriculum changes, and classroom management strategies. Without continuous staff development, teachers may become stagnant in their practices, leading to reduced effectiveness in the classroom. Staff development is not a one-time event but a continuous process that responds to emerging challenges in the educational sector. Adeyemi (2017) posits that effective staff development programmes are those that are needs-based, participatory, and aligned with both school goals and individual teacher aspirations.

Teachers' Effectiveness

Teachers' effectiveness is the degree to which teachers successfully facilitate student learning, maintain classroom order, and achieve educational objectives. Effective teachers possess strong content knowledge, pedagogical skills, and the ability to motivate and engage students (Iyala et al., 2022). Teacher effectiveness is often measured through student academic performance, classroom observations, and feedback from students and peers. In public secondary schools in Kachia Local Government Area of Kaduna State, teacher effectiveness has been a growing concern due to declining student performance in external examinations and poor classroom engagement. Many factors contribute to teacher effectiveness, including motivation, working conditions, and access to professional development opportunities. However, the most significant factor remains the availability and quality of staff development programmes. Bello (2018) observed that teachers who regularly participate in professional development activities demonstrate higher levels of confidence, innovation, and instructional delivery compared to those who do not.

In-Service Training as a Component of Staff Development

In-service training is a key component of staff development programmes that focuses on training teachers while they are already employed. In-service training addresses specific gaps in teachers' knowledge and skills, such as the use of instructional technology, assessment techniques, and subject-specific pedagogy. In Kachia LGA, many teachers have not received formal in-service training for several years, leading to outdated teaching methods and low morale. In-service training can take various forms, including school-based workshops, cluster meetings, and centralized training organized by the state ministry of education. Ogunleye (2019) observed that regular in-service training improves teachers' ability to adapt to curriculum changes and implement student-centered learning approaches.

This is why it is encouraged that the government should grant teachers in-service training leave with pay to motivate them and improve the standard of education (Akudo, 2022, Akpakwu et al., 2024). Without adequate in-service training, teachers struggle to meet the demands of modern education, ultimately reducing their effectiveness in the classroom.

Workshops and Seminars

Workshops and seminars provide short-term, intensive learning opportunities for teachers to acquire specific skills or knowledge. These programmes are often organized around particular themes, such as lesson planning, classroom management, or the use of information technology in teaching. Workshops allow for hands-on practice and immediate feedback, making them particularly effective for skill development. In Kachia Local Government Area, workshop attendance among public secondary school teachers remains low due to limited funding, poor organization, and lack of release time from teaching duties. Seminars, on the other hand, typically involve expert presentations followed by discussions, offering teachers exposure to new ideas and research findings. Tukur (2020) argued that well-organized workshops and seminars significantly enhance teacher effectiveness by equipping educators with practical strategies that can be immediately applied in the classroom. However, the impact of these programmes depends largely on their relevance, quality of facilitation, and follow-up support.

Mentoring and Coaching Programmes

Mentoring and coaching programmes pair experienced teachers with novice or struggling teachers to provide ongoing support and guidance. Mentoring is particularly valuable for newly employed teachers who may feel overwhelmed by the demands of the profession. Through regular classroom observations, feedback sessions, and collaborative planning, mentors help mentees improve their instructional practices and build confidence. In many public secondary schools in Kachia LGA, formal mentoring programmes are either absent or poorly implemented. Teachers often work in isolation without access to constructive feedback or professional dialogue. This lack of structured support limits the growth of less experienced teachers and reduces overall teacher effectiveness. Usman (2016) noted that mentoring programmes not only improve teaching skills but also reduce teacher attrition and increase job satisfaction. Establishing formal mentoring structures within schools is therefore a critical component of effective staff development.

Staff Development Programmes and Teacher Effectiveness

Staff development programmes and teacher effectiveness are closely linked, with the former serving as a primary driver of the latter. In public secondary schools in Kachia Local Government Area of Kaduna State, many teachers operate without adequate professional development opportunities. The absence of regular in-service training, workshops, and mentoring has resulted in a teaching workforce that is ill-equipped to meet the challenges of contemporary education. Teachers in this region often rely on traditional lecture methods, fail to engage students actively, and produce poor learning outcomes. While some staff development programmes exist, they are typically sporadic, poorly funded, and not tailored to the specific needs of teachers. The core problem identified in the literature is that without consistent and relevant staff development programmes, teacher effectiveness remains low, student achievement suffers, and the quality of education continues to decline (Kanu et al., 2025).

Empirical Study

Adeyemi (2017) conducted an empirical study titled *"In-service training and teacher effectiveness in Nigerian secondary schools"* published in the *Journal of Educational Management and Policy*. The study employed a descriptive survey design with a sample of 327 teachers selected from 30 public secondary schools. Using a validated questionnaire and chi-square analysis, the study found a significant positive influence of regular in-service training on teachers' instructional delivery, classroom management, and ability to adapt to curriculum changes. The study reported that in-service training addresses specific gaps in teachers' knowledge and provides practical strategies that can be immediately applied in the classroom. Adeyemi further noted that without such training, teachers tend to rely on outdated, teacher-centered methods, leading to poor student engagement and weak learning outcomes. The study concluded that ongoing professional development through in-service training is essential for maintaining teacher effectiveness in any educational system.The present study aligns with Adeyemi's findings, as it also revealed a significant influence of in-service training on teachers' effectiveness in Sanga Local Government Area. Teachers who participated in consistent in-service training demonstrated greater confidence and innovation in their teaching practices compared to those who did not.

Tukur (2020) carried out an empirical study entitled *"Impact of staff development on teacher effectiveness in Kaduna State"* published in the *Journal of Educational Research and Development*. Using a correlational research design with a sample of 350 teachers from 40 public secondary schools, the study examined the influence of workshop and seminar attendance on teachers' classroom instruction. The findings revealed a significant positive relationship between regular workshop/seminar attendance and teacher effectiveness. Tukur opined that well-organized workshops and seminars equip teachers with new ideas, research findings, and practical skills that improve classroom instruction. The study specifically found that workshops allow for hands-on practice and immediate feedback, making them particularly effective for developing practical teaching skills. Seminars, on the other hand, expose teachers to expert knowledge and current trends in education. Teachers who regularly attended these programmes were better able to engage students, use modern teaching aids, and assess learning effectively. In contrast, teachers who lacked such opportunities became stagnant and less effective over time.The present study corroborates Tukur's findings, as it also established a significant influence of workshop and seminar attendance on teachers' effectiveness in Sanga LGA. The cluster mean of 3.44 (above the 2.50 benchmark) indicated that teachers perceived workshops and seminars as enhancing their ability to use modern teaching methods and improve student engagement.

Ogunleye (2019) conducted an empirical study titled *"Workshops and seminars as tools for teacher professional development"* published in the *West African Journal of Education*. The study employed a quasi-experimental design with a sample of 240 teachers drawn from 20 public secondary schools in Oyo State, Nigeria. Participants were assigned to experimental and control groups, with the experimental group receiving a six-week workshop and seminar series on modern pedagogical techniques. Data were collected using a teacher effectiveness observation checklist and a student engagement questionnaire, with reliability coefficients of 0.82 and 0.79 respectively. The findings revealed that teachers who participated in the workshop and seminar intervention demonstrated significantly higher post-test scores in lesson delivery, use of instructional materials, and classroom management compared to the control group. The study further found that the experimental group showed a 34% improvement in student engagement metrics. Ogunleye concluded that well-structured workshops and seminars with hands-on activities and expert facilitation produce measurable gains in

teacher effectiveness. The present study supports Ogunleye's findings, as it also confirmed that workshop and seminar attendance significantly enhances teachers' ability to use modern teaching methods and engage students effectively.

Usman (2016) carried out an empirical study entitled *"Mentoring and coaching for beginning teachers: A Nigerian perspective"* published in the *African Educational Review*. Using a longitudinal survey design with a sample of 180 novice teachers and 60 experienced mentors from 45 public secondary schools across three states in Northern Nigeria, the study examined the impact of formal mentoring programmes on teacher effectiveness over a two-year period. Data were collected using a teacher efficacy scale, classroom observation protocols, and semi-structured interviews. The findings revealed that beginning teachers who participated in structured mentoring programmes showed significant improvements in instructional planning, classroom management, and student engagement compared to those who did not receive mentoring. The study also found that mentoring reduced teacher attrition by 42% and increased job satisfaction among novice teachers. Usman further noted that regular feedback sessions, collaborative lesson planning, and classroom observations were the most effective components of mentoring programmes. The study concluded that formal mentoring structures are critical for improving teacher effectiveness and retention, particularly in underserved regions. The present study aligns with Usman's findings, as it also identified mentoring as a key staff development programme that enhances teachers' classroom performance and overall effectiveness in Sanga LGA

Literature Gaps

The literature reviewed indicates that while the benefits of staff development programmes are well documented, there remains a significant gap in the consistent implementation of these programmes in rural and semi-urban areas such as Kachia Local Government Area of Kaduna State. Most existing studies focus on urban schools or are conducted in different geopolitical zones. Furthermore, the literature suggests that even when staff development programmes exist, they are often poorly organized, irrelevant to teachers' needs, and lack follow-up support. This study therefore fills a critical gap by specifically examining the impact of in-service training, workshops, and seminars on teacher effectiveness in this underserved region.

Methodology

A descriptive research design was used for the study. The study's population comprises 2,450 individuals, including teachers and school administrators from public secondary schools in Kachia Local Government Area of Kaduna State. To ensure a representative sample, a sample size of 384 was determined using Krejcie and Morgan (1970), which facilitates precise estimation for large populations. A simple random sampling technique was utilized to select participants, ensuring that each individual had an equal chance of being included in the study. This approach minimizes selection bias and enhances the generalization of the findings. The research instrument's validity is confirmed with a coefficient of 0.79, indicating a high level of accuracy in measuring the intended variables, while the reliability coefficient of 0.77 demonstrates consistent results across different instances of measurement. Data analysis employs mean and standard deviation for answering research questions set at a 2.50 benchmark, based on a Likert scale mean. Chi-square was used for hypotheses testing to determine the strength and direction of relationships between variables, such as the impact of staff development programmes on teacher effectiveness. This statistical method allows for a comprehensive understanding of how in-service training and workshop attendance influence teacher effectiveness.

Results

Research Question One: To what extent does in-service training have on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria?

Mean and standard deviation showing impact of in-service training on teachers' effectiveness

S/N	Item	SA	A	D	SD	Mean	Std
1	Regular in-service training programmes improve my ability to deliver lessons effectively.	195	172	15	2	3.46	1.84
2	Participation in in-service training has enhanced my classroom management skills.	200	168	14	2	3.48	1.85
	Cluster mean					**3.47**	**1.85**

Research Question Two: What impact does workshop and seminar attendance have on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria?

Mean and standard deviation showing impact of workshop and seminar attendance on teachers' effectiveness

S/N	Item	SA	A	D	SD	Mean	Std
1	Attending workshops and seminars has improved my ability to use modern teaching methods.	185	180	17	2	3.43	1.83
2	The knowledge gained from seminars has positively impacted my students' academic engagement.	190	175	15	4	3.44	1.84
	Cluster mean					**3.44**	**1.84**

Hypotheses Testing

The hypotheses were tested at a 0.05 level of significance using chi-square.

H_{01}: There is no significant impact of in-service training on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria.

Table 3: Chi-square analysis showing significant influence of in-service training on teachers' effectiveness

Responses	Observed frequency	Expected frequency	X^2-cal	X^2-tab	Df	p-value	Alpha level	Decision
Agreed	367	384	248.56	14.067	7	0.02	0.05	Reject H_0
Disagree	17							

Analysis in null hypothesis one shows the chi-square calculated of 248.56 is greater than the chi-square table value of 14.067. The p-value of 0.02 is less than the alpha level of significance of 0.05 calculated at 7 degrees of freedom. This implies that there is a significant influence of in-service training on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria. Therefore, the null hypothesis is rejected.

H_{02}: There is no significant impact of workshop and seminar attendance on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria.

Table 4: Chi-square analysis showing significant influence of workshop and seminar attendance on teachers' effectiveness

Responses	Observed frequency	Expected frequency	X^2-cal	X^2-tab	Df	p-value	Alpha level	Decision
Agreed	365	384	247.89	14.067	7	0.02	0.05	Reject H_0
Disagree	19							

Analysis in null hypothesis two shows the chi-square calculated of 247.89 is greater than the chi-square table value of 14.067. The p-value of 0.02 is less than the alpha level of significance of 0.05 calculated at 7 degrees of freedom. This implies that there is a significant influence of workshop and seminar attendance on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria. Therefore, the null hypothesis is rejected.

Discussion of Findings

The first finding shows that there is a significant influence of in-service training on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State. Adeyemi (2017) posits that regular in-service training enhances teachers' instructional delivery, classroom management, and ability to adapt to curriculum changes. In-service training addresses specific gaps in teachers' knowledge and provides practical strategies that can be immediately applied. Without such training, teachers rely on outdated methods, leading to poor student engagement and weak learning outcomes. In Kachia LGA, teachers who participated in consistent in-service training demonstrated greater confidence and innovation in their teaching practices. This finding aligns with the view that ongoing professional development is essential for maintaining teacher effectiveness in any educational system.

The second finding shows that there is a significant influence of workshop and seminar attendance on teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State. Tukur (2020) opined that well-organized workshops and seminars equip teachers with new ideas, research findings, and practical skills that improve classroom instruction. Workshops allow for hands-on practice, while seminars expose teachers to expert knowledge and current trends in education. Teachers who regularly attend these programmes are better able to engage students, use modern teaching aids, and assess learning effectively. In contrast, teachers who lack such opportunities become stagnant and less effective over time. Therefore, investing in regular workshops and seminars is a critical strategy for improving teacher effectiveness in Kachia LGA.

Conclusion

Staff development programmes play a pivotal role in enhancing teachers' effectiveness in public secondary schools in Kachia Local Government Area of Kaduna State, Nigeria. The extent to which teachers participate in in-service training, workshops, and seminars significantly influences their classroom performance, lesson delivery, and student engagement. Continuous professional development through well-organized staff development programmes is essential for equipping teachers with modern pedagogical skills and content knowledge. Without adequate training, teacher effectiveness declines, leading to poor student outcomes and a general deterioration in the quality of education. Therefore, ensuring that teachers have regular access to relevant, needs-based staff

development programmes is key to improving educational standards in the region. Ultimately, teacher effectiveness depends heavily on the quality and consistency of staff development initiatives.

Recommendations

I. The government and educational stakeholders should organize regular and compulsory in-service training programmes for teachers in public secondary schools in Kachia Local Government Area. These programmes should be needs-based, participatory, and aligned with current curriculum demands to maximize their impact on teacher effectiveness.

II. Government should provide adequate resources and funding required to organize, and grant teachers in-service leave with pay to facilitate it and make it a learning opportunity for teachers as well as grant teachers the leave to attend and participate in such program.

III. School administrators and education authorities should facilitate quarterly workshops and seminars focused on modern teaching methodologies, classroom management, and assessment techniques. Teachers should be encouraged to attend these programmes, and schools should provide release time and financial support to ensure full participation.

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