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 Program and Teachers' Effectiveness in Public Senior Secondary School in Nasarawa State, Nigeria: Empirical Research

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DOI: https://doi.org/10.70382/ajerlp.v13i8.0124

Abstract

This study investigated the relationship between staff development programs and teachers' effectiveness in public senior secondary schools in Nasarawa State, Nigeria. The research was motivated by persistent challenges of poor instructional delivery, ineffective classroom management, declining student performance, and low teacher commitment, often linked to inadequate professional development opportunities. Guided by Human Capital Theory, the study employed a descriptive survey design with a sample of 150 teachers, using the Staff Development Programs and Teachers' Effectiveness Questionnaire (SDPTEQ) as an instrument. Data was analyzed using descriptive statistics, Pearson Product Moment Correlation, and regression analysis at a 0.05 significance level. Findings revealed a weak but significant positive relationship between workshops/seminars and teachers' effectiveness ($r = 0.195$, $p = 0.017$), while in-service training ($r = 0.913$, $p = 0.000$) and mentoring programs ($r = 0.926$, $p = 0.000$) demonstrated strong and significant positive relationships with teacher effectiveness. The study concludes that continuous professional development, particularly in-service training and mentoring, is crucial for enhancing teacher competence, classroom management, and instructional delivery. It recommends prioritizing regular staff development initiatives through adequate funding, administrative support, and sustainable educational policies to improve teacher performance and student academic achievement in Nigerian public secondary schools.

Keywords: Staff Development Program, Teachers' Effectiveness, Public Senior Secondary School, Nasarawa State, Empirical Research.

Introduction

In recent years, continuous professional development has emerged as a key driver of improved teachers' performance. Studies reveal that teachers who participate in ongoing training

and development are more likely to adopt innovative instructional strategies and demonstrate higher levels of effectiveness (Ndiaye & Diallo, 2023). Conversely, inadequate professional development often results in stagnation, diminished morale, and poor student outcomes (Mansaray et al., 2023). Therefore, integrating robust staff development programs into staff development practice is critical in enhancing educational quality.

Staff development programs are structured and sustained efforts designed to strengthen employees' skills, knowledge, and competencies, thereby improving job performance and enabling them to contribute effectively to organizational objectives (Armstrong & Taylor, 2020). In education, staff development programs focus on improving teachers' skills through continuous training, professional development, and career progression. Teachers who take advantage of opportunities to update their knowledge, adopt innovative teaching methodology, and advance professionally are more likely to perform effectively in their roles, resulting in improved student outcomes and institutional success (Tsav & Iyala, 2017).

Education remains a cornerstone of national development, serving as a catalyst for social, economic, and technological transformation. The National Policy on Education emphasizes education as the primary instrument for national progress, aimed to produce teachers equipped with competitive skills for a globalized economy (FRN, 2014). To achieve this, Nigeria relies on institutions such as Colleges of Education, university faculties, the National Teachers' Institute (NTI), and specialized training centers to prepare highly motivated, skilled, and adaptable teachers capable of meeting evolving educational demands and contributing to national objectives Olowonefa & Iyala, 2017).

To maintain professional competence among teachers, institutions responsible for teachers' education such as Colleges of Education and university faculties of education must remain responsive to changes in pedagogy and curriculum. This approach enables educators to embrace innovations in teaching and access opportunities for in-service training, thereby supporting their relevance in the teaching profession (FRN, 2014). According to Evmenova (2019), these institutions were established to train highly motivated, reliable, and effective classroom teachers for Nigeria's basic education system. This mandate aligns with the National Policy on Education, which requires Colleges of Education and university faculties to produce qualified teachers for Basic Education (Iyala, 2018). To achieve this goal demands committed administrators and teacher educators who prioritize teaching, learning, research, and the establishment of an enabling environment for productivity.

Statement of Problem

Teacher effectiveness remains a decisive factor in achieving educational objectives and improving student academic performance. However, public senior secondary schools in Nasarawa State continue to face challenges such as poor instructional delivery, ineffective classroom management, declining student achievement, and low teacher commitment.

These challenges may not be unconnected with inadequate staff development programs available for teachers. Many teachers seldom participate in workshops, seminars, conferences and in-service training due to poor funding and weak policy implementation. There is huge disparities between the urban and rural schools in terms of access to staff development programs which may negatively affect their abilities in areas of innovative teaching methods and technologically improved teaching.

Objectives of the Study

The objectives of this study were to:

1. Determine the relationship between workshops/seminars and teachers' effectiveness in public senior secondary schools in Nasarawa State.
2. Determine the relationship between in-service training on teachers' effectiveness.
3. Examine the effect of mentoring programs on teachers' effectiveness;

Research Questions

The following research questions guided the study:

1. What is the relationship between workshops/seminars and teachers' effectiveness?
2. How does in-service training relate to teachers' effectiveness?
3. What is the relationship between mentoring programs and teacher's effectiveness?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between workshops/seminars programs on teachers' effectiveness.
2. In-service training is not significantly related to teachers 'effectiveness.
3. There is no significant relationship between Mentoring programs and teachers' effectiveness.

Concept of Staff Development Programs

Contemporary educational systems recognize that teachers require continuous professional growth because knowledge, instructional techniques, curriculum content, and educational technologies constantly change. Ogbo, Tor, and Ibeh (2024) emphasize that staff development programs serve as vital mechanisms for enhancing teachers' effectiveness, instructional competence, and professional commitment in secondary schools. Their study indicates that teachers who regularly engage in workshops, seminars, and conferences demonstrate improved classroom performance and higher productivity compared to those with limited access to professional development opportunities (Uwaleke, Iyala & Yakubu, 2023).

Recent educational innovations across developing countries, including Nigeria, have increased the need for staff development programs because teachers are expected to integrate digital technologies, learner-centered instructional strategies, and innovative assessment techniques into classroom practice. According to Olaifa et al., 2025), teachers' professional development has become a critical requirement for improving students' academic achievement and educational quality in public secondary schools.

Similarly, Onyekwelu and Onuorah (2024) define staff development programs as organized educational activities designed to enhance teachers' professional competence, instructional effectiveness, and overall organizational productivity. They emphasize that such programs enable teachers to adopt new teaching methods, strengthen classroom interaction, and adapt to evolving educational demands. Thus, staff development programs may be understood as continuous, structured professional learning initiatives intended to enhance teachers' competence, effectiveness, productivity, and overall professional growth, ultimately leading to improved educational outcomes (Iyala & Yakubu, 2022).

Types of Staff Development Programs

Staff development program in secondary schools take different forms depending on institutional objectives and professional needs.

1. Workshops – Workshops are short-term professional training sessions designed to strengthen specific instructional skills and competencies among teachers. They typically involve active participation, practical demonstrations, and collaborative learning activities. Ogbo et al. (2024) reported that workshops significantly improved teachers' lesson delivery techniques and instructional effectiveness in Nigerian secondary schools.
2. Seminars – Seminars consist of discussions and presentations focused on educational issues, instructional innovations, curriculum reforms, and professional practices. They create opportunities for teachers to exchange ideas and share professional experiences.
3. Conferences – Conferences expose teachers to recent developments in education and provide opportunities for networking with professionals, researchers, and educational administrators.
4. In-Service Training – In-service training refers to structured professional learning activities provided for practicing teachers to enhance subject mastery, instructional delivery, and classroom effectiveness. Umeh and Ogbuabor (2024) observe that such training significantly strengthens teachers' classroom performance and pedagogical competence.
5. Mentoring and Coaching – Mentoring entails the guidance and support offered by experienced teachers to their less experienced colleagues, fostering professional growth and improved classroom practices. Onyekwelu and Onuorah (2024) report that mentoring programs have a positive impact on teachers' classroom management and instructional competence.
6. ICT Training – ICT training equips teachers with digital literacy skills and technological competencies essential for contemporary classroom instruction. It enables them to integrate e-learning technologies, multimedia resources, and online instructional tools into their teaching practices.

Importance of Staff Development Programs

Staff development programs are highly important in educational institutions because they improve teacher quality and educational outcomes.

- Teacher's effectiveness – Professional development programs enhance teachers' pedagogical skills, classroom management, and instructional competence. Ogbo et al. (2024) identified a significant relationship between staff development initiatives and teachers' job effectiveness in secondary schools.
- Improvement of Students' Academic Achievement – Teachers who participate in regular professional development often demonstrate improved instructional effectiveness, which positively impacts students' academic performance. Olaifa et al. (2025) found that professional development contributed significantly to the improvement of students' academic achievement in Nigerian public secondary schools.
- Adaptation to Educational Innovations – Modern educational systems require teachers to integrate digital technologies and innovative instructional strategies into classroom practice. Staff development programs support teachers in adapting effectively to these innovations.
- Increased Teachers' Motivation and Job Satisfaction – Professional development opportunities enhance teachers' morale, confidence, and commitment to their responsibilities. Umeh and Ogbuabor (2024) observed that teachers who regularly participate in staff development programs exhibit higher levels of job satisfaction and professional commitment.

- Organizational Effectiveness – Well-structured staff development programs contribute significantly to school improvement, the quality of education, and the achievement of institutional goals.

Challenges of Staff Development Programs

Despite their importance, staff development programs encounter several challenges in Nigerian public secondary schools.

Ogbo et al. (2024) identify inadequate funding as a major obstacle to effective implementation, noting that many schools lack the financial resources to organize regular workshops, seminars, and conferences for teachers.

Similarly, Umeh and Ogbuabor (2024) highlight poor administrative support, shortage of qualified facilitators, inadequate instructional resources, and irregular training opportunities as key constraints to successful staff development.

Onyekwelu and Onuorah (2024) further observe that teachers' workload, time limitations, and insufficient government commitment often discourage active participation in professional development activities.

Staff development programs are continuous and structured professional learning activities designed to enhance teachers' competence, instructional effectiveness, classroom management, and professional growth. Contemporary studies confirm that workshops, seminars, mentoring, conferences, and in-service training significantly improve teacher effectiveness and student achievement. Consequently, educational stakeholders should prioritize regular professional development through adequate funding, administrative support, and sustainable educational policies.

Theoretical Framework

Human Capital Theory, developed by Gary Becker and Theodore Schultz in the 1960s, emphasizes that investments in individuals such as education, training, and health enhance their productivity and overall economic value. The theory regards knowledge, skills, and competencies as components of human capital that are essential for organizational growth and societal development (Becker, 1993).

Within the education sector, teachers constitute a vital aspect of human capital, as their effectiveness directly shapes the quality of learning outcomes. Staff development initiatives are therefore crucial in strengthening this capital by offering opportunities for teachers to upgrade their skills, adapt to evolving pedagogical demands, and contribute to the achievement of institutional objectives.

Empirical Review

Empirical studies have demonstrated a link between staff development programs and teachers' job performance and effectiveness across various educational contexts in Nigeria. However, the findings differ depending on the type of staff development program, geographical location, school ownership, research design, and the measures used to assess teacher effectiveness.

Aminu, Uba, and Sifawa (2023) investigated the impact of staff development programs on teachers' performance in senior secondary schools in Sokoto State. Using a descriptive survey design, the study drew a sample of 329 respondents from a population of 2,679, selected through the Research Advisors Table for Determining Sample Size and multistage sampling techniques. Data were collected with a self-developed Teachers Development and Performance Questionnaire (TDPQ). The findings revealed a significant relationship between staff development programs particularly conferences and workshops

and teachers' performance. The authors recommended that the Sokoto State Government provide regular training and retraining opportunities to enhance teachers' efficiency and productivity. This study is relevant to the present research as it offers empirical evidence of the positive influence of professional development, though it focused mainly on conferences and workshops in Sokoto State, leaving a contextual gap regarding other dimensions of staff development in Nasarawa State.

Fejoh and Faniran (2016) examined the effects of in-service training and staff development on workers' job performance and productivity in public secondary schools in Osun State. Employing an ex-post-facto design, the study targeted 152 respondents, with 134 usable questionnaires returned. Data was analyzed using Analysis of Variance (ANOVA) and Multiple Regression Analysis at the 0.05 significance level. Results indicated that while in-service training and staff development had an insignificant combined effect on optimal productivity, they exerted significant relative effects on job performance. The authors recommended functional in-service training programs and regular training opportunities. This study is relevant as it demonstrates that the effectiveness of staff development may vary depending on whether its dimensions are assessed jointly or separately.

Ekpoh, Edet, and Nkama (2013) explored the influence of staff development programs on teachers' job performance in Uyo Metropolis. The study employed a survey design involving 450 teachers and 1,800 students, using the Staff Development Program Questionnaire (SDPQ) and Teachers' Job Performance Questionnaire (TJPQ). Data analysis with the independent-samples t-test showed that teachers who participated in staff development programs performed better, particularly in subject-matter knowledge, classroom management, teaching methods, and student evaluation. The authors recommended regular training programs. This study provides strong evidence of the link between staff development and teacher effectiveness, though its temporal and geographical scope creates a gap addressed by the present study.

Amie-Ogan and Unachukwu (2021) investigated the relationship between staff development programs and teachers' job performance in public senior secondary schools in Port Harcourt Metropolis, Rivers State. Using a correlational design, the study sampled 693 respondents from a population of 2,055 through multistage sampling. Data were collected with structured questionnaires and analyzed using Pearson Product Moment Correlation and t-transformation. Findings indicated significant positive relationships between staff development dimensions and teachers' job performance, with computer-based programs showing a particularly strong effect ($r = .925$, $p < .05$). The authors recommended coaching, mentoring, and innovative computer-based programs. This study highlights the importance of technology-oriented staff development in enhancing teacher performance.

Chukwu, Iremeka, Aneke, Ozioko, Muhammad, and Nweke (2021) assessed the impact of staff training and development on teachers' job performance and retention in South-East Nigeria. The descriptive survey covered 25,976 teachers across 1,908 secondary schools in five states. The study demonstrated the broader relevance of staff development in Nigeria, though its geographical focus differs from the North-Central context of the present research.

Kaki, Egwunyenga, and Anho (2023) Aminu, Uba, and Sifawa (2023) investigated the impact of staff development programs on teachers' performance in senior secondary schools in Sokoto State. Using a descriptive survey design, the study drew a sample of 329 respondents from a population of 2,679, selected through the Research Advisors Table for Determining Sample Size and multistage sampling techniques. Data were collected with a self-developed Teachers Development and Performance Questionnaire (TDPQ). The findings revealed a significant relationship between staff development programs particularly conferences and workshops and teachers' performance. The authors

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Kaki, Egwunyenga, and Anho (2023) examined staff development practices and teacher performance in missionary secondary schools in Bayelsa State. Using a correlation survey and ex-post-facto design, the study involved 287 administrators and teachers. Data were collected with the Staff Development Practices and Teachers Performance Questionnaire, with a reliability coefficient of 0.81, and analysed using Pearson correlation at the 0.05 level. Findings showed significant relationships between staff development practices—such as conferences and job rotation—and teacher performance. The authors recommended greater recognition of teachers' professional development efforts. This study confirms

the positive association between staff development and teacher performance, though its focus on missionary schools differs from the public school context of the present research.

Ogbo, Tor, and Ibeh (2025) investigated the role of staff development in teachers' job effectiveness in senior secondary schools in the Federal Capital Territory (FCT). Using a cross-sectional survey design, the study sampled 323 respondents from a population of 3,478 across four Area Councils. This study is particularly relevant to the present research as it focuses on senior secondary schools within the North-Central Nigerian context and directly examines staff development and teacher effectiveness.

Onyekwelu and Onuorah (2024) studied the relationship between principals' staff development strategies and teachers' job effectiveness in secondary schools in Anambra State. Employing a correlational design, the study involved 266 principals across six education zones. Data were collected using two structured questionnaires with reliability coefficients of 0.81 and 0.78 and analysed with Pearson Product Moment Correlation. Findings revealed a very high positive and significant relationship between principals' staff development strategies and teachers' job effectiveness. The authors recommended that governments at all levels formulate and implement policies promoting staff development programs. This study is relevant as it links management-supported staff development strategies directly to teacher effectiveness.

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Summary of Empirical Review

The reviewed empirical studies generally demonstrate that staff development is positively associated with teachers' job performance and effectiveness. Evidence from Sokoto, Osun, Akwa Ibom, Rivers, South-East Nigeria, Bayelsa, the Federal Capital Territory, and Anambra indicates that workshops, conferences, in-service training, coaching, mentoring, computer-based programs, and other professional development activities contribute to improved teacher performance.

Nonetheless, several gaps are evident in the reviewed literature. First, many studies have examined staff development broadly rather than analysing specific dimensions simultaneously. Second, some studies emphasized teacher performance without addressing the wider concept of teacher effectiveness. Third, a number of investigations were conducted in different geopolitical zones or within private and missionary institutions, limiting their direct relevance to public senior secondary schools in Nasarawa State. Fourth, certain studies relied on older data, underscoring the need for updated empirical evidence. Finally, relatively little attention has been given to the combined influence of workshops and seminars,

in-service training, and mentoring programs on teachers' effectiveness in public senior secondary schools in Nasarawa State.

The present study therefore seeks to address these gaps by examining the relationship between workshops/seminars, in-service training, and mentoring programs and teachers' effectiveness in public senior secondary schools in Nasarawa State, Nigeria.

Methodology

This study employed a descriptive survey research design. The population comprised teachers in public senior secondary schools in Nasarawa State. Respondents were selected through a multistage sampling technique from schools across the state.

Data were collected using a structured instrument titled Staff Development Programs and Teachers' Effectiveness Questionnaire (SDPTEQ). The instrument was validated by experts in Educational Management and Measurement and Evaluation, while reliability was established using the Cronbach Alpha method, yielding a coefficient of 0.82.

Descriptive statistics, including mean and standard deviation, were used to address the research questions. Pearson Product Moment Correlation and regression analysis were applied to test the hypotheses at the 0.05 level of significance.

Analysis of Research Questions

Research Question 1: What is the relationship between workshops/seminars and teachers' effectiveness?

Table 1: Calculated Coefficient Values of Pearson's Product Moment Correlation Showing Strength of Relationship between Workshops/Seminars and Teachers' Effectiveness

S/N	Variables	N	R	Remarks
1	Workshops/Seminars	150	0.195	Positively Weak Relationship
2	Teacher Effectiveness	150		

The table above shows the relationship between workshops/seminars and teachers' effectiveness. Results show that at a sample size of 150, the calculated value of r is 0.195. This value is below the benchmark of 0.50 for moderate correlation value. This therefore implies there is a positively weak relationship between workshops/seminars and teachers' effectiveness

Research Question 2: How does in-service training relate to teachers' effectiveness?

Table 2: Calculated Coefficient Values of Pearson's Product Moment Correlation Showing Strength of Relationship between In-Service and Teachers' Effectiveness

S/N	Variables	N	R	Remarks
1	In-Service Training	150	0.913	Positively Strong Relationship
2	Teacher Effectiveness	150		

The table above shows the relationship between in-service training and teachers' effectiveness. Results show that at a sample size of 150, the calculated value of r is 0.913. The correlation coefficient (r = 0.913) indicates a very strong positive relationship between in-service training and teachers' effectiveness.

Research Question 3: What is the relationship between mentoring programs and teacher's effectiveness?
Table 3: Calculated Coefficient Values of Pearson's Product Moment Correlation Showing Strength of Relationship between Mentoring Programs and Teachers' Effectiveness

S/N	Variables	N	R	Remarks
1	Mentoring Programs	150	0.926	Positively Strong Relationship
2	Teacher Effectiveness	150		

The table above shows the relationship between mentoring programs and teachers' effectiveness. Results show that at a sample size of 150, the calculated value of r is 0.926. The correlation coefficient (r = 0.926) indicates a very strong positive relationship between mentoring programs and teachers' effectiveness.

Hypotheses

Hypothesis 1: There is no significant relationship between workshop/seminars and teachers' effectiveness.
Table 4: Calculated P-Values on Coefficient Values of Pearson's Product Moment Correlation Showing Significance of Relationship between Workshops/Seminars and Teachers' Effectiveness

S/N	Variables	N	r	p-value	Decision	Remarks
1	Workshops/Seminars	150	0.195	0.017	Reject H_{01}	significant
2	Teacher Effectiveness	150				

The table above shows the significance of relationship between teachers' development in in-service training and teachers' effectiveness. Results show that at a sample size of 150, the calculated value of r is 0.195 while the p-value is given as 0.017. This value is less than 0.05 level of significance. This implies there is a significant relationship between workshops/seminars and teachers' effectiveness.

Hypothesis 2: In-service training is not significantly related to teachers 'effectiveness.
Table 5: Calculated P-Values on Coefficient Values of Pearson's Product Moment Correlation Showing Significance of Relationship between In-service Training and Teachers' Effectiveness

S/N	Variables	N	r	p-value	Decision	Remarks
1	In-service Training	150	0.913	0.000	Reject H_{01}	significant
2	Teacher Effectiveness	150				

The table below shows the significance of relationship between in-service training and teachers' effectiveness. Results show that at a sample size of 150, the calculated value of r is 0.913 while the p-value is given as 0.000. This value is less than 0.05 level of significance. This implies there is a significant relationship between in-service training and teachers' effectiveness.

Hypothesis 3: There is no significant relationship between Mentoring programs and teachers' effectiveness.
Table 6: Calculated P-Values on Coefficient Values of Pearson's Product Moment Correlation Showing Significance of Relationship between Mentoring Programs and Teachers' Effectiveness

S/N	Variables	N	r	p-value	Decision	Remarks
1	Mentoring Programs	150	0.926	0.000	Reject H_{01}	significant
2	Teacher Effectiveness	150				

The table above shows the significance of relationship between mentoring programs and teachers' effectiveness. Results show that at a sample size of 150, the calculated value of r is 0.926 while the p-value is given as 0.000. This value is less than 0.05 level of significance. This implies there is a significant relationship between mentoring programs and teachers' effectiveness.

Discussion

Findings on hypothesis 1 showed there is a significant relationship between workshops/seminars and teachers' effectiveness. The study agrees with those of Aminu (2021) which examined the impact of effective staff development programs and teachers' performance in senior secondary schools in Sokoto state. Which showed there was a significant relationship between effective staff development programmers (conferences & workshops) and teachers' performance in senior secondary schools in Sokoto State. Furthermore, Ekpoh and Nkama. (2013) examined the influence of staff development programs on secondary school teachers' job performance in Uyo Metropolis. Findings indicated that teachers who participated in staff development programs were more effective in their job performance, particularly in subject matter knowledge, classroom management, teaching methods, and student evaluation.

Findings on hypothesis 2 showed there is a significant relationship between in-service training and teachers' effectiveness. The finding is in line with those of Fejoh and Faniran (2016) investigated the impact of in-service training and staff development on workers' job performance and productivity in public secondary schools in Osun State. The findings revealed that while in-service training and staff development had an insignificant combined effect, they had significant relative effects on workers' optimal job productivity.

Findings on the third hypothesis indicated there was a significant relationship between mentoring programs and teachers' effectiveness. Mentoring and Coaching- Mentoring involves guidance and support provided by experienced teachers to less experienced teachers for professional growth and improved classroom practices. Onyekwelu and Onuorah (2024) found that mentoring programs positively influenced teachers' classroom management and instructional competence. Findings from the study therefore imply that when teachers are meticulously mentored by experienced teaching staff, their job effectiveness is enhanced in terms of productivity within and outside the classroom.

Conclusion

The significant relationship between workshops/seminars and teachers' effectiveness. Indicates that consistent training of teachers through workshops or seminars is fundamental to job effectiveness. Furthermore, Sensitizing teachers with sufficient knowledge on how to carry out their duties goes a long way in getting them effective.

The significant relationship between in-service training and teachers' effectiveness, highlights the vital role of in-service training in enhancing job effectiveness Encouraging and supporting in-service training of teachers encourages teaching staff to broaden their knowledge and expose them to practical skills that can help improve their job effectiveness.

Finally, the significant relationship between mentorship programs and teachers' effectiveness entails that exposing newly recruited and less experienced teachers to mentorship programs affords them the opportunity to learn valuable ideas and work skills capable of making them better and more effective on their jobs.

Recommendations

1. The Nasarawa state Ministry of Education should periodically organize workshops and seminars for the purpose of empowering teachers to be effective in their jobs within and outside the classroom
2. Teachers with lower academic and professional qualifications should be encouraged and possibly sponsored to embark on further studies in order to acquire better academic and professional qualifications capable of enhancing their job effectiveness.
3. Senior teaching staff with years of experience should be mandated by management of schools to mentor newly recruited as well as inexperienced teachers. This will help promote the effectiveness of such teachers in schools.

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